

Vol. IX

JANUARY, 1913

No. 1



SIERRA EDUCATIONAL NEWS

AND BOOK REVIEW

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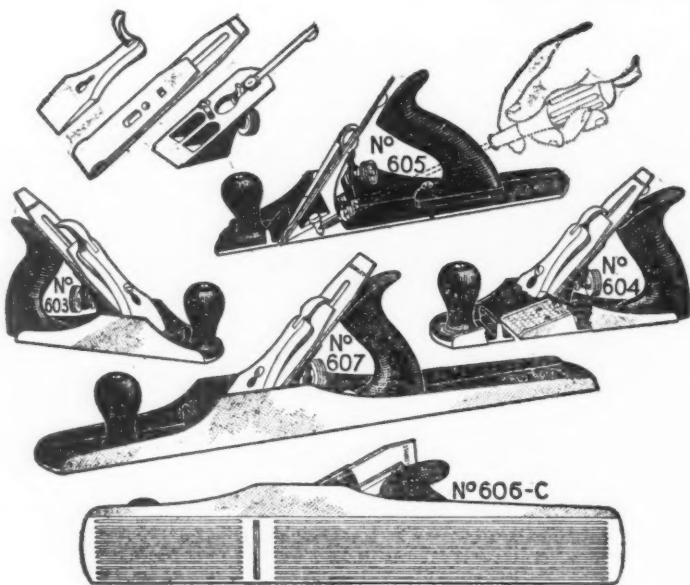
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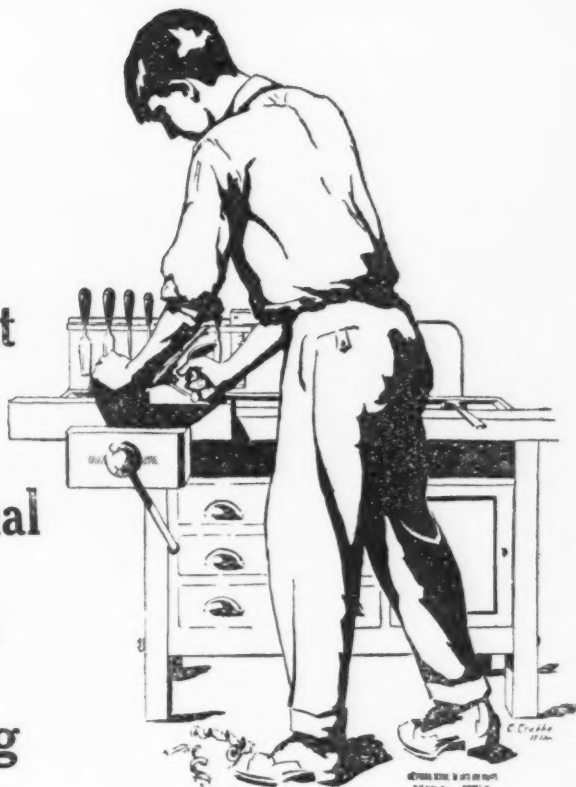
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SIERRA EDUCATIONAL NEWS

AND BOOK REVIEW

Vol. IX.

JANUARY, 1913

No. 1

Published Monthly by the California Council of Education

at

50 Main Street, San Francisco, California

JAMES A. BARR
Manager

ARTHUR HENRY CHAMBERLAIN
Editor

Advisory Editorial Board:

Dr. A. F. Lange, Mrs. Clara Martin Partridge, Duncan MacKinnon,
E. W. Lindsay and S. M. Chaney

IMPORTANT—Subscribers to the News are earnestly requested to notify us at once of any change of address. This is especially important as postmasters do not forward second class mail. In all cases give both the old and the new address. If any number of the News does not reach you promptly, notify us and another copy will be sent. Superintendents and principals are urged to ask their teachers if the News is received regularly. If not, let us know. Remember, the News belongs to you, is paid for by you and should reach you promptly and regularly.

Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under Act of Congress, March 3, 1879

Subscription, \$1.50 per Year 15 Cents a Copy

Contents

	Page
Editorial—Arthur Henry Chamberlain.....	13
A Constitutional State Board of Education—Thomas H. Reed...	19
The Re-organization of the State Board of Education— Ellwood P. Cubberley.....	25
Shall the State School Money be Apportioned Equitably?— Mark Keppel	31
Time, The Country Teachers' Problem—Chas. J. Toreson.....	38
Points on School Law—Edward Hyatt.....	41
California State Teachers' Association—Southern Section— W. H. Housh.....	43
Meeting of Bay Section of C. T. A. for 1912—E. Morris Cox.....	49
Beauty, The Bride of Use—Henry Turner Bailey.....	56
Phoebe Apperson Hearst—Alexis F. Lange.....	61
Official Report on Admission Requirements, University of California—James Sutton	62
Gleanings	67
Our Book Shelf	87
A Preachment—By the Manager.....	92
Classified Advertisers' Directory	95

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Turns to the sun. A thousand unseen hands
Reach down to help you to their peace-crowned
heights;

And all the forces of the firmament
Shall fortify your strength. Be not afraid
To thrust away half-truths and grasp the whole."

—Selected.

Editorial

ARTHUR HENRY CHAMBERLAIN.

Upon the program of the C. T. A., Southern Section, there appears the names of 57 women and 89 men who took part in the deliberations of the recent meeting or who served as officers or upon committees. The Bay Section program reveals the names of 52 women and 149 men. The figures are suggestive and offer interesting ground for speculation. Such a showing a few years ago would have been impossible. An occasional woman for the discussion of a paper, or to act as secretary of a section or department or upon the music committee, was the extent of representation by the women. At the meeting just closed women presented and discussed matters pertaining to health, hygiene, home economics, mathematics, English, art, industrial education, social problems, and the like; they served as chairmen; they acted upon committees, and they prepared reports dealing with business and legislation.

This is as it should be. In the preparation of a program neither sex nor geography should be determining elements. Fitness for the task is the important matter. In the past women have been ignored, although many times when importuned to appear upon a program they have refused. Thought power and organizing ability have not always been accompanied by the necessary confidence or voice volume for a large hall. At Los Angeles and San Francisco women presided with dignity; they presented papers as timely and as valuable as those presented by the men and their spontaneous discussions were to the point. It is a source of great satisfaction that thinking men and women in the profession are meeting on common ground.

Measured in terms of richness of program, more successful educational meetings were never held in California than those of the Southern and Bay Sections. At Los Angeles the attendance was beyond the 4,000 mark at the general sessions. The quality of the addresses and discussions and the enthusiasm and interest of members was above reproach. At San Francisco the lack of numbers in attendance was the only unsatisfactory feature. The organization was perfect, the hall arrangements ideal, and every member attending went away fully satisfied that he had been well repaid for the time spent.

A better working team than Dr. Suzzallo and Mr. Bailey would be difficult to find. Dr. Suzzallo's return to California was significant. As normal school student, as university professor at Stanford, and in his connection with the schools of San Francisco he made an enviable record. As professor of educational sociology at Teachers' College, Columbia University, he has become a national figure. His addresses were characterized by depth of thought, definiteness of statement, keen analysis and excellent diction. As lecturer, writer and teacher, Suzzallo is in the front rank.

Henry Turner Bailey, whatever his subject, or the composition of his audience, is distinctly worth while. He helps everybody. In simple language, and with the instinct of the poet and the orator, he holds his hearers to the last word. That one who has given so much time and thought to the art and industrial phases of education, should have such a grasp of education as a whole as has Mr. Bailey is amazing. He is indeed one of the most helpful men that has ever appeared on the educational platform. Many who knew Mr. Bailey through the School Arts Magazine, of which he is the editor, are now glad to know him at first hand.

And both Suzzallo and Bailey are constructive critics. Both hold high ideals as men and are advocates of advanced professional standards. Both possess the courage to strike out boldly and without apology at weakness or knavery or ignorance in the school. The work of these men, together with that of the other men and women upon the programs, has set a new standard for educational meetings in the state.

Working under a false idea of what discipline means, many teachers in the past have prohibited one pupil to lend assistance to another. Whispering and "communicating" were rigidly forbidden. The book or the teacher were the only sources to which the child was permitted to go for information. "What does your book say" was a frequent form of question put by the teacher. That pupils were in the school to help one another as well as to help themselves, had no place in the educational philosophy.

Little by little we are coming to understand that education is to be measured in terms of service, as well as in terms of rigid discipline. If a child needs assistance, or information which can be given by classmates, the properly organized school allows him to get this information. Thus is emphasized the social idea. A school is not necessarily well disciplined where children sit erect, feet upon the floor, and hands folded. The teacher who allows freedom, while preserving a perfect natural order, is developing the social sense. Not only is time saved by the teacher, to give to other and more important things, when she allows individual pupils a certain range of latitude, but she is developing in these individuals a sense of responsibility. There is a give and take spirit developed. In many instances one pupil can make clear to another some difficult problem, where the teacher utterly fails to do so. And in helping his neighbor, a pupil may clear up vagueness in his own mind.

More and more the social idea in education demands that pupils help each other, help the school, help the community; and thus the transition from school to life is simply and easily made.

In Idaho at the last general election, Miss Grace M. Shepherd, the state superintendent of public instruction, was re-elected to that position. Miss Shepherd's popularity as an educator is shown in the fact that she led her ticket and won by a large majority. Few school men or women in the country see more clearly than does Miss Shepherd, the needs of the country schools, and the great educational issues of the day.

In another sister state, Washington, former superintendent of Walla Walla county, Mrs. Josephine C. Preston, was elected to the state superintendency on the Republican ticket. Mrs. Preston has shown herself a thorough organizer and administrator, in the county office at Walla Walla and that she has large powers of leadership was demonstrated in her recent campaign. She is exceedingly popular in the Inland Empire.

Colorado has long worked under the able administration of a woman, in the highest educational office in the gift of the people. Mrs. Mary C. C. Bradford, recently elected to that position for the

coming two years, was at one time the county superintendent of Adams county and for two terms occupied a corresponding office in Denver. In social and club life Mrs. Bradford is prominent and her ability as a speaker and a school woman generally are guarantees of a successful administration.

In the selection of a competent person to fill the office of state superintendent, or any educational office for that matter, politics should play no part. That is, politics of the party kind, should not be emphasized, nor should geography be a determining element. That the candidate or appointee resides in the north or south, the east or west, is not an important factor. In the same way, the selection should not be made solely on the basis of sex. Experts are needed, and the main question at issue should be whether or not the individual is thoroughly qualified and the best available person for the position. A superior woman will serve the people to fully as good advantage as will many a man. The progress in these western states presided over by women superintendents will be watched with interest.

Emphasis has been given the need for physical examination, for medical inspection, for school nurses, for a study of sanitation, and for health conditions generally. This emphasis has been
MORE manifest in the schools in the country as well as in the
FRESH AIR city. Certain phases of this problem have yet to receive adequate attention. The necessity for an abundance of pure air do not appear to be generally understood.

For after all if proper attention were given in the home and in the school to ventilation and to securing an abundance of fresh air, our problem of medical inspection and physical examination would be greatly minimized. Talk as we may of modern methods in the school, even in those systems where supervision is closest, where the teachers are most thoroughly trained, and the buildings of the latest type, there is not one room in a dozen where the conditions are as they should be. Where no modern system of ventilation exists, windows are rarely left open and as yet no scheme of ventilation has been devised such as to provide an appropriate amount of fresh air with all windows closed.

Were proper attention given to the matter of ventilation the need for open air and out-door rooms would not be as great as it now is.

Children cannot do their best work in rooms where air is foul and certainly they cannot develop normally under these conditions. The average individual "takes cold" immediately he is placed in a "draught," whereas if he accustomed himself to a room or office properly ventilated the dangers from catching cold would be slight indeed. Teachers should see to it that school rooms have proper ventilation and, when necessary, have windows opened. They should, as well, caution the pupils as to the necessity for an abundance of fresh air in their sleeping rooms. Additional clothing worn during the daytime or upon the bed at night should be advised in colder weather rather than to shut out fresh air from study or sleeping rooms.

It is indeed a man of the "old school" who in this day and generation does not recognize the value and necessity of industrial education and the home economics group of subjects in any modern scheme of secondary instruction. And the
 JUST PLAIN man who has so "gone to seed" on industrial educa-
 HIGH SCHOOL tion values as not to recognize the absolute fundamen-
 tal importance of literature and music and art and the other humanities in any well regulated high school, is a fit candidate for the alienist. This means that portions of subjects and not subjects are to be eliminated from the curriculum. It means that he who studies mechanics must be exposed to the refining influence of literature. It means that the "book worm" must be broadened through the study of blacksmithing or bread-making. It means, therefore, that schools of secondary grade shall be cosmopolitan schools, and every student shall have the advantage of being broadly trained while placing emphasis upon the studies of a particular group. Whether or not a student pursues a given line of work he should not be cut off from associating with those who do pursue such work. The argument here is obvious.

Is it not time that we cease calling bond elections for the purpose of building *polytechnic* high schools, or *commercial* high schools, or *technical* high schools, or *home economics* high schools? Whatever groups of subjects may receive emphasis in any particular high school, the other subjects *should not* be ignored. All work properly executed is honorable. Polytechnic high schools are not necessarily superior institutions. Let us have *high schools*.

There are many boys and girls in the grammar grades and the high school, who are thoroughly conscientious and who work hard, yet who are doing only passingly well in their studies. It FOOD AND not infrequently happens that one of the main causes FAILURE contributing to poor or indifferent work, lies in the fact of improper nourishment. Nor does it follow that the children from the poor or less favored homes are the only ones who are inadequately fed. Boys and girls from the families of the well-to-do or even the rich, are many times as poorly nourished as their fellows. Indeed, it is safe to say that in nearly every room of 40 pupils there will be found one or more pupils lacking in proper nourishment.

This is not a matter merely of too much or too little food. It is a matter more largely of improper food. Parents frequently are unacquainted with food values, or the science of food preparation. The preparing and serving of foods is either left to incompetents, or those food stuffs are chosen that are not well adapted to the life of the growing boy or girl. Here again the teacher is to be a leader in the community. Through advice and suggestion she must lead pupils and parents to the selection of proper and nutritious foods.

Here and there is to be found an increasing tendency to apply the terms freshman, sophomore, junior and senior to the various years of the high school. This is just as ridiculous as to call FIRST VS. first year high school boys men, or to address pupils in FRESHMEN this grade as Miss or Mr. The terms freshmen and sophomore apply properly to the college. These words have an academic setting. It is not necessary to hold to tradition everywhere, and no crime attaches to the broadening of the traditional significance of a word or phrase. However, the words first, second, third and fourth years are quite as dignified and fully as descriptive, when applied to the corresponding years of high school as are the college terms.

Should the division of the elementary school go still further, the tendency might be to again apply the term freshman to the fifth grade class. So long as we have a high school of four years let us leave to the college the nomenclature that is rightfully hers.

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THOMAS H. REED

Associate Professor of Government in the University of California

THE people of the State of California must in the immediate future face the question of a re-organization of the State Administration of Education. The so-called "Shanahan" Amendment to the Constitution which was ratified in November, provides not only for free textbooks, but gives to the Legislature complete power over the organization of the Board of Education. It is probable that the effect of the amendment has been to abolish the Board as at present constituted, which of course would make action imperative. Even if the Board remains as at present until the Legislature takes action to the contrary, the possibility of immediate bungling is so great as to make the proposal of a proper plan of reorganization exceedingly advisable. It is a maxim of war that the best defense is an aggressive offense, and if we would defend our educational institutions from the efforts of the ignorant or ill-advised it must be not by inconsiderate praise, but by progressive, even aggressive, reform.

The first great point of weakness in our system of educational administration is the method of selecting a State Superintendent of Public Instruction by popular vote. Such a man rarely employs the obvious influence of the place to do more than strengthen his own hold upon it. Popular election stands as an insuperable bar to the extension of the powers of the Superintendent. The promotion of the efficiency of our rural schools absolutely demands that the Superintendent possess regulatory instead of simply recommendatory powers over the work of such schools. Such a task requires genuine administrative ability and technical training, qualities which are not often found in company with the arts by which an educator commends himself to the managers of a great political party, or with the larger talent for self exploitation which is the only substitute for such managerial support. The superintendency in a great state requires years of experience and ought to be the culmination of a successful career. The choice of Superintendents should not be limited to the narrow field of California, but should be made from the country at large. All this is impossible if the place is filled by election. Real experts in good positions will not risk the chances of the wheel of politics. A citizen

of New York, for example, cannot stand for election in California. It is a general principle of Political Science that experts cannot be chosen by election.

It would seem, therefore, that the Superintendent of Public Instruction should be appointed by some authority. This result will be reached in the course of the movement for a "Short Ballot" if it is not anticipated by educational reform. It is not unreasonable to urge that the Superintendent should be appointed by the Governor and that education should be made simply one of the departments of state government. There are, however, certain considerations which weigh very heavily against such a plan. Education is by very many times the most important branch of administration in the State both as to the magnitude and multitude of its activities. It is easily first in the amount of money expended, the number of persons employed and the proportion of the population directly affected. Over this vastest of public enterprises the Superintendent of Public Instruction should exercise a great and positive control. From these facts flow two important conclusions. The first is that, under present political conditions, in a state where traditions of expert administration are by no means firmly established, it is unsafe to give the Governor the appointment of an officer who is, or should be, so powerful. The temptation of such an easy opportunity to put the educational system of the state into "politics" might well prove too much for a weak or ambitious Governor. The only protection, beyond this dubious one of the Gubernatorial Conscience, would be an enlightened public sentiment for expert service which is only just beginning to make itself felt in California. The mere fact that the present Governor is honest and capable should not blind us to the possible action of his successors. The second conclusion is that the field of educational administration is so broad and involves so much that is technical and professional that the Governor has not the time nor the training necessary for its successful supervision. He is by no means always capable of intelligently criticising the Superintendent and never could find the time for exercising this capability if he had it. Several months' service in the office of the most vigorous and active Governor in the history of California has given the writer an intimate knowledge of the crowded life of the State Executive. There is no

time in his office for checking the conduct of a Superintendent of Public Instruction.

The only alternatives would be election by the Legislature or appointment by the Board of Education. The first of these alternatives has against it every argument which might be employed against appointment by the Governor and many more. The comparative irresponsibility of the individual Legislator makes it possible in that body to undertake political thuggery, which the worst Governor would never even contemplate. We are left, therefore, only the last alternative, appointment by the State Board of Education. This body, if properly constituted, might select a Superintendent on a rational basis and effectively criticise and control him after selection.

This naturally leads us to a consideration of the State Board of Education. We are at present treated to the unusual spectacle, in absolute defiance of the normal arrangement of such institutions, of an elected, political Superintendent and an ex-officio, expert Board. They have no necessary relation to one another except that the Superintendent is a member of the Board. As to the Board itself there is nothing to be said against the honesty or competency of its individual members. They hold positions which guarantee their qualifications. It has done some things well, notably the raising of the standard for admission to the teaching profession. It has done some things not so well, especially its principal duty of selecting textbooks. As compared with the ex-officio Boards of Education in other states, it is, of course, composed too exclusively of persons engaged in normal school work to the neglect of primary and secondary education. The chief difficulty with the Board, however, is that it is made up of very busy persons whose full time is taken up with the important duties of the responsible executive positions which they fill and who, in consequence, can give but meagre attention to the business of the Board. The present Board is tolerable but not over satisfactory in its organization, while its relation to the Superintendent of Public Instruction and the administration of education is wholly erroneous.

From the point of view of the student of administration in general it appears almost self-evident that the functions of administrative boards

are properly selective and supervisory. Actual administration, however, should belong to the officials selected by the Board for this purpose. Such Boards chose their expert servants, watch over them, mitigate the rigors of their professionalism, and stand between them and political pressure. Just as it is necessary to have on a modern automobile a "shock absorber" to minimize the jars of its operation, so it is necessary to have between the professional experts and the people a lay buffer—for example, a board which insures the proper selection and supervision of the expert, protecting him against the unintelligent judgment of the masses and the masses against expert narrowness of view. No expert is thoroughly sane. He is, inevitably, obsessed with megalomania as to the importance and wisdom of his own activities. His service needs to be tempered by lay judgment. In the best-known forms of administration, provision has been made for a combination of lay and professional service. In Germany laymen and experts serve side by side on the various boards and committees which administer the several units of local government. The lay members are always in a majority numerically, thus giving them potential control. President Lowell in his "Government of England" ascribes the merit of English administration largely to the characteristic union of lay, political, and responsible officers with professional, non-political officers responsible only to their nominal lay superiors. In the United States this system has been applied with almost uniformly excellent results to the local administration of education. Where it has gone wrong it has been because one party or other to the combination did not know its place. Boards of Education sometimes try to run the schools, and superintendents or principals sometimes try to control the politics of the Board. It has been applied with success to state administration of education in several instances, notably Massachusetts and New York.

From the above it is no great logical leap to the conclusion that we should have a State Board of Education, the principal duties of which should be to select and supervise the Superintendent of Public Instruction. The "educational" work now done by the Board would pass to the Superintendent and the other experts in his office. The members of the Board should receive no pay except the necessary expenses incident to attendance on meetings. They should, of course,

be men and women of superior education and capacity. It is impossible, however, to frame an educational qualification on any rational basis and the character of the Board would have to be left to the appointing authority. It should be appointed by the Governor. Election by the Legislature is by no means a satisfactory method and this is especially true where no traditions as to the character of the persons to be chosen are yet established. The Governor's responsibility for a bad appointment would be clearer and his motive to make good appointments consequently more effective. The term should be a long one and the members of the Board should retire in rotation so that no one Governor could obtain political control of it. The term should be at least seven years, and the Board might well consist of seven members—thus making the desirable odd number, one retiring on the first Monday in January of each year. The long term takes away from the Governor every last motive to abuse his power of appointment. He could not hope, except by accident, to appoint during his term a majority of the Board. Since he could not help himself politically by controlling its power and patronage, he would, naturally, aim to secure such credit as he might by good appointments.

Such are the main outlines of a suitable organization of our state administration of education. The next step is the consideration of the practical measures to be taken to secure it. In the first place it is obvious that we must proceed by way of constitutional amendment. The Constitution of California, in Article IX, Section 2, provides for the election by the people of a Superintendent of Public Instruction every four years. If any other disposition is to be made of this office it must be by constitutional amendment and we have already seen the primary necessity of making the superintendency appointive by the Board of Education. Next in importance to this feature of our proposed reform is the long term for which members of the Board should be appointed. Article XX, Section 16, of the Constitution reads as follows:

“When the term of any officer or commissioner is not provided for in this Constitution, the term of such officer or commissioner may be declared by law; and if not so declared, such officer or commissioner shall hold his position as such officer or commissioner during the pleasure

of the authority making the appointment: but in no case shall such term exceed four years. * * *"

By a law passed in 1903 (Statutes 1903, page 482) the State Board of Charities and Corrections was created with a term of twelve years. As a consequence the members of this board hold office only during the pleasure of the Governor. This result was determined by the decision of the Supreme Court in the case of *People vs. Perry* (79 Cal., 106), in which a statutory provision fixing the term of members of the San Francisco Board of Health at five years was declared unconstitutional. This had no effect on the other provisions of the act and the conclusion of the court was "that the Legislature had failed to fix the term of the members of the Board of Health" and "that the term of office is at the pleasure of the Governor * * *." If, therefore, the Board is to have the long term so necessary to freedom from political domination, it must be secured by constitutional amendment.

Since such an amendment cannot normally become operative prior to November, 1914, and in view of the imperative necessity of providing a working system in the meantime, it would seem that the logical treatment of the subject demands a statute and a Constitutional Amendment. By the statute we may provide a Board of Education, define its powers and establish the proper relation between it and the Superintendent of Public Instruction by making him its executive officer. It might well provide for the organization of the Superintendent's office under the authority of the Board. By the Constitutional Amendment we can provide for the appointment of the Superintendent and the long term for the Board. The two measures can be dovetailed together so as to make a perfect whole and at the same time provide immediately for the important work which under the Shanahan amendment is put upon the Board.

Every lover of efficient administration should unite in urging upon our lawmakers a statute and Constitutional Amendment embodying a proper plan for the administrative organization of education. We must prepare to surrender our differences on numerous points of detail for the sake of securing the essentials of the reform. It is the part of those who know to present a united front and a clearly defined program to the possible slapdashery of enthusiastic ignorance.

THE REORGANIZATION OF THE STATE BOARD OF EDUCATION

ELLWOOD P. CUBBERLEY

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(NOTE.—This was the subject for the evening at the meeting of the California Schoolmasters' Club, and Professor E. P. Cubberley of Stanford University opened the discussion. What he said there was substantially the same as his address before the Advisory Council on Monday afternoon. A comprehensive outline is given.

Professor Cubberley first outlined the different types of State Boards of Education to be found in the different States, and classified them with reference to their organization and efficiency. These extended all the way from rudimentary state boards such as one finds in Alabama, through that of boards composed of state officials, elective boards and appointive boards. "In all the recent reorganizations," he said, "the appointive type of board had been created, and in each of these recent reorganizations the best principles of action, as found in city school administration and college and university administration, have been applied." The speaker particularly emphasized the recent reorganization in New Jersey, as effected by Governor Wilson, with a Board of Education of eight members appointed for eight year terms, and one going out of office each year. The recent reorganizations in Massachusetts, Oklahoma and Pennsylvania were also commented upon as offering good examples of state board organization.—EDITOR.)

AS a result of the studies made preceding the reorganizations in certain States, particularly New Jersey, Massachusetts, Oklahoma and Pennsylvania, and as a result of the experience in the reorganization of our city school systems, certain fundamental principles of action seem to stand out clearly. These may be classified under three heads as follows:

I. The principles which should prevail in the organization of the Board itself;

II. The principles which should prevail in determining the function of the board; and

III. The principles which should prevail with reference to the relations of the Board itself to its executive officers and experts.

I. With reference to the organization of the Board of Education itself, the following fundamental principles of action may be noted:

1. The Board should represent primarily the people, and hence should be a lay rather than a professional board.

2. The Board should be neither too small nor too large. Experience has shown that small boards are not infrequently one-man affairs, while the boards which are too large do not secure effective action. The best experience seems to indicate that a board of seven is about the best number.

3. The members should be appointed for long terms and the appointments be made so that not more than one member shall go out of office each year. If the board is a board of seven, one member should be appointed each year for a seven year term.

4. Appointment should rest with the Governor. While there is perhaps no objection to confirmation by the Senate, this is not a necessity. It is desirable to place the full responsibility for good and bad appointments on the Governor himself.

5. All appointments should be based solely upon ability to serve the interests of the people, and such a board should be made without reference to residence, party affiliation, religion, race, sex or occupation. It is very desirable that a state board should be made of as much importance and as high an honor as the Board of Regents for a State University, and that a similar character of men be attracted to it.

6. The power of removal should be entrusted to the Governor alone for gross immorality, malfeasance in office, or incompetency, though if the proper kind of men are selected such conditions are very unlikely to happen, so that this is not an important feature in a legislative act. Removals for other causes, which are likely to be personal or political, should only be with the concurrence of the Senate.

7. There should be no *ex-officio* members on the board. The general experience with boards of education everywhere is that *ex-officio* members are not useful or helpful. The Governor himself should not be a member of the board. On the contrary, he should select his men to do the work, and then let them alone. The experience in other States and the experience in our cities is that the Governor or the Mayor seldom attend the meetings unless there is some quarrel on, and then they attend, and by their presence, if not by what they say, overawe all oppositions and carry their point. A city board of educa-

tion which continually feels the necessity of conferring with the Mayor before taking action is a city board of education which usually renders very inefficient services.

8. Members of the board should be paid their necessary traveling expenses, but little or no salary. If an honorarium is thought desirable it should be small and should be paid as a lump sum for each year's service,—say \$100 a year, and not based on the number of meetings held.

II. The general function of the board may be classified as follows:

1. The most important function of the State Board of Education is that of the selection of its executive officers, and in making such selections the board should be as free as the Governor should be in making appointments to the board. What is wanted is the best executive officers who can be found anywhere for the money which the state feels that it can spend, and the board should be free to search the entire United States and to draw to the work of education in the State those persons whom it feels most likely will render efficient service. To this end, the board should of course fix the salary of the Superintendent, or Commissioner of Education. The tenure should be indefinite, with power of dismissal on a two-thirds vote at the end of any school year. The board should also appoint its other executive officers, among which will be a clerk to attend to all clerical business, a business manager to look after the business and financial affairs, and a statistician to look after reports and statistical matters.

2. On the recommendation of the chief executive officer, who may be called Superintendent of Public Instruction or Commissioner of Education (Commissioner of Education has been substituted for Superintendent in all the recent reorganizations, and is a much better term to use), the board should appoint such assistant commissioners and other educational experts as may be deemed necessary, or as may have been provided for by the legislature, and determine their compensation. In making such appointments, also, the principle to be kept in mind is that of securing the best men which the money at hand will attract.

3. The state board should have the power to make rules and regulations, not inconsistent to law, for its own government, and for the government of its executive officers. It should assign them their

functions and duties, direct them as to their work, and be free to change these assignments and duties as the necessities of the case may demand.

4. This board, selected by the Governor and appointed to look after the educational interests of the State, must be considered as a board representing the people. It should be their prime function to determine the policy, to direct work to be undertaken and make appropriations for the same, and to outline investigations and employ assistants to conduct them. As representatives of the people they should also serve as a final court of appeal in all educational disputes. It is important that a clear distinction between legislative and executive functions be preserved between the board and its experts. It is primarily the business of the board to legislate; it is primarily the business of the experts to execute policy which has once been decided upon. In all matters which involve new policy and new methods of procedure the experts should report back to the board for instructions; but, once having given these instructions, the execution of them should be left to the experts whom the board employs.

5. It should also be one of the functions of the board to prepare a budget of necessary expenditures for the proper maintenance of the department and the carrying on of necessary investigations, and present this to the legislature for its approval. When the budget is approved, the distribution of all money so appropriated, specific appropriations excepted, should be in the hands of the board.

6. The legislature should of course be competent at any time to direct the board as to the addition of new executive officers, educational experts, or new lines of investigation, but the appointment of the experts and the carrying out of the investigations should rest with the State Board of Education.

III. As to the general work of the board, acting through its own executive officers, the main functions here are as follows:

1. Acting through its own executive officers, the board should have general supervision and inspection of the entire educational system of the state. This should include the educational departments of charitable and penal institutions as well as the regular school system. It should also see that the educational laws of the state are enforced.

2. Acting through the educational experts, the board should continually study the educational conditions and needs of the state; study the effect of the operation of present laws; and it should be made their duty biennially to advise the legislature as to needed changes in the law or additional educational legislation.

3. Acting also through the educational experts, the board should classify, standardize and limit the spheres of action of the different educational institutions of the State, with a view to promoting their efficiency, harmonizing the educational interests, and preventing any wasteful duplication of effort.

4. Acting again on the advice of its educational experts, and on the advice of such special readers and experts as the board may see fit to employ, the board should adopt the textbooks for the schools of the state, and provide for their printing and distribution.

5. In connection with the statistical division, the board should enforce the use of uniform records and reports for all kinds of schools, and see that the returns are properly edited and the information collected made available for use.

6. Acting through its examination division, the board should standardize the professional and life-diplomas, normal schools and colleges of other states, and determine the conditions upon which interstate recognition for such will be given.

7. Acting also through its examining division, the board should certificate all teachers for the schools of the state. The certification of teachers is primarily a state function and not a county or local function, and all over the United States the movement for the transference of certification to the state is rapidly taking place.

8. In co-operation with the State Board of Health, the State Board of Education should standardize sanitary appliances and the construction of school buildings, and guide and direct the medical examination and the health and development work in the schools.

9. In co-operation with the State Library, the board should aid in the establishment of school and traveling libraries and stimulate local library effort.

10. In co-operation with other departments of the state government, if such have been provided for the work, the board should see that the rules relating to schools, health, compulsory education, child

labor and child conservation are enforced and in addition should plan an active campaign for the public conservation of childhood.

11. Perhaps one of the most important functions of the board, acting in connection with all of its experts, is that of the preparation of a careful and somewhat detailed report, which should be printed in sufficient quantities for proper distribution of the state. What is wanted is not merely a report with some statistical tables in it, but statistics which the common man may read and understand. A school report ought to be a constructive piece of work, and not merely a tabulation.

So far as our California conditions are concerned, we are at once met by two important constitutional prohibitions which at once limit us in the provision of a good educational organization for our state. The first is a prohibition against the appointment of anyone for longer than a four-year term of office, and the second is a constitutional provision that the Superintendent of Public Instruction must be elected by the voters of the State. Until each of these can be changed only an imperfect form of organization can be provided. As soon as possible a constitutional amendment ought to be provided directing the appointment of members of the State Board of Education for seven-year terms, one to be appointed each year, and another constitutional amendment ought to be proposed under which the Superintendent of Public Instruction will cease to be elected officially and become an appointee of the State Board of Education. A fundamental principle in all administrative work is that anyone who is to execute policy ought to be an appointee of the board which determines the policy, and to elect the Superintendent of Instruction by popular vote and expect him to work harmoniously with an appointed State Board of Education of the right kind is to expect what will seldom happen. There is no valid argument for a continuance of the present elective policy, while there are many arguments for a change to an appointive plan. The position of Superintendent of Public Instruction ought to be as important an office as that of President of the State University, and one of the first steps in making it such is to eliminate politics entirely from the position. It would be just as sensible to nominate and elect an engineer for our highways, or a state horticulturist, or a president of the state university, and expect to get good results as to expect good results under the present elective system.

SHALL THE STATE SCHOOL MONEY BE APPORTIONED EQUITABLY?

MARK KEPPEL

PRIOR to the abolition of the school census one teacher was allowed for each 70 census children. Seventy was therefore the divisor, and the number of census children in any school district the dividend.

Districts having 70 or a less number of census children were each allowed one teacher.

Districts having more than 70 census children were allowed 1 teacher for each 70 census children, and, if the remainder after the division were 20 or more than 20, an additional teacher was allowed for this remainder.

For example, 90 census children counted for 2 teachers and so did any greater number of census children up to and including 140.

When the change was made from census children to average daily attendance in 1911 it was found that the average daily attendance was a trifle over one-half the number of census children. Consequently 35 was taken as the divisor instead of 70, and the remainder that would count for 1 teacher was made 10 instead of 20.

The law upon the subject reads as follows:

SECTION 1858. The school superintendent of every county and city and county must apportion all state and county school moneys for the elementary grades of his county or city and county as follows:

METHOD OF DETERMINING NUMBER OF TEACHERS

1. He must ascertain the number of teachers each school district is entitled to by calculating one teacher for every district having thirty five or a less number of units of average daily attendance and one additional teacher for each additional thirty-five units of average daily attendance, or fraction of thirty-five not less than ten units of average daily attendance as shown by the annual school report of the school district for the next preceding school year; and two additional teachers shall be allowed to each district for every seven hundred units of average daily attendance; and in districts wherein separate classes are established for the instruction of the deaf, as provided in Section 1618 of this code, an additional teacher for each nine deaf children, or fraction of such number, not less than five, actually attending such classes.

REPORT TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION

2. He must ascertain the total number of teachers for the county or city and county by adding together the number of teachers allowed

to the several districts. He must make an annual report of the schools of his county or city and county under oath to the superintendent of public instruction not later than August 1st of each year, and must report the number of teachers ascertained and allowed to his county, or city and county, by the rule or provisions of subdivision one hereof."

This law puts the emphasis upon school attendance, and not upon the number of children residing in the district.

There has been complaint that the law governing the number of teachers allowed discriminates against the sparsely settled counties and in favor of those which are more densely populated.

The actual workings of the law in regard to teacher allowance is shown herewith in table one.

A study of table one shows that the law quoted hereinbefore does not discriminate adversely against the sparsely settled counties. On the contrary, if there be adverse discrimination it is against the more densely populated counties.

For the whole State, the average daily attendance per teacher allowed is 27.5. In Mono County it is 11.3, in Trinity 12.7, in Alpine 14.0, and in San Francisco City and County 31.7. In fourteen counties the average daily attendance per teacher allowed exceeds the State average, and in forty-four it falls below the State average.

In the counties which fall below the State average there are many sparsely settled districts, each employing only one teacher, and having an average daily attendance ranging from 6 upward; while in the counties ranking above the State average there are one or more city districts with a full school for each teacher employed.

If any one district or county can be said justly to need state aid more than does some other district or county, certainly that district or county would be the one with a small average daily attendance, because taxable wealth is concentrated in the centers of population. The State's interest is the same in every child. The State should give an equal opportunity to each child. The State does this, or should do this, by providing the same amount of money for each teacher allowed by law. If the State provides \$552.55 per teacher allowed by law in one county, it should not provide a different amount per teacher allowed by law in each of the other counties.

SCHOOL MONEY APPORTIONMENT

TABLE ONE

*	Average daily attendance for year ending June 30, 1911	Total Teachers allowed for year ending June 30, 1912, on average daily attendance of year ending June 30, 1911	Average number of units of average daily attendance per teacher allowed
Alameda	26,343	832.00	31.6
Alpine	42	3.00	14.0
Amador	1,219	58.41	20.8
Butte	3,604	152.00	23.7
Calaveras	1,362	68.69	19.8
Colusa	853	43.80	19.4
Contra Costa	3,992	135.00	29.5
Del Norte	405	20.00	20.2
El Dorado	883	56.99	15.4
Fresno	11,097	376.09	23.5
Glenn	988	49.93	19.8
Humboldt	4,414	175.00	25.2
Imperial	1,329	53.00	25.0
Inyo	554	27.00	20.5
Kern	3,836	155.50	24.6
Kings	2,244	77.22	29.0
Lake	763	46.25	16.4
Lassen	569	39.00	14.5
Los Angeles	55,800	1,760.47	31.6
Madera	924	46.32	19.9
Marin	2,394	88.66	27.0
Mariposa	420	27.15	15.4
Mendocino	2,870	156.75	18.3
Merced	2,123	87.87	24.1
Modoc	862	48.00	17.9
Mono	125	11.00	11.3
Monterey	2,707	127.55	21.2
Napa	2,150	90.05	23.8
Nevada	1,886	80.00	23.3
Orange	4,938	159.53	30.9
Placer	1,971	82.98	23.7
Plumas	492	30.00	16.4
Riverside	4,259	149.06	28.5
Sacramento	6,815	241.74	28.1
San Benito	873	47.65	18.3
San Bernardino	6,871	234.11	29.3
San Diego	6,959	273.83	25.4
San Francisco	34,578	1,088.00	31.7
San Joaquin	5,423	196.96	27.5
San Luis Obispo	2,674	126.00	21.2
San Mateo	3,052	107.14	28.4
Santa Barbara	2,886	115.30	25.0
Santa Clara	9,687	316.78	30.5
Santa Cruz	3,073	118.88	25.8
Shasta	2,279	135.00	16.8
Sierra	436	22.00	19.8
Siskiyou	2,062	117.00	17.6
Solano	2,819	108.81	25.9
Sonoma	6,117	247.59	24.7
Stanislaus	3,740	132.59	28.2
Sutter	968	43.00	22.5
Tehama	1,628	84.47	19.2
Trinity	332	26.00	12.7
Tulare	5,542	207.05	26.7
Tuolumne	1,275	56.00	22.7
Ventura	2,324	87.20	26.6
Yolo	1,668	73.63	22.6
Yuba	903	48.00	18.8
California	263,402	9,569.00	27.5

For the school year ending June 30, 1912, the State Superintendent of Public Instruction apportioned \$4,899,837.04 to the state school fund of the various counties. This was an apportionment of \$250.00 per teacher allowed by law, and an apportionment of \$9.52 per unit of average daily attendance.

While this apportionment was made on two bases, the total amount apportioned to each county divided by the total number of teachers allowed to each county gives the average amount apportioned per teacher in each county from the state school fund.

The average amount apportioned per teacher allowed by law in the whole State was \$512.05319 plus, nearly.

The comparisons in table two are made between this State average of \$512.05 plus, and the average in each county.

Table two shows that the distribution per teacher was exceedingly unequal, the average amount per teacher being different in each county and ranging from \$351.18 in Mono County, to \$552.55 per teacher in San Francisco City and County.

Table two also shows that if the apportionment had been made per teacher instead of partly per teacher and partly per average daily attendance, 14 counties would have suffered decreases, and 44 would have enjoyed increases.

Although the 14 counties received more than an average share per teacher allowed by law, yet they did not in any case receive more money from the state school fund than was actually and imperatively needed.

The other 44 counties received less than was needed and suffered seriously therefrom, being compelled to pay insufficient salaries or to shorten their school term.

The injustice now prevailing must not be allowed to continue. Hereafter the state school money must be equitably apportioned, so that the State shall provide an equal sum of money for each teacher allowed by law, not only as a theory but also as a fact.

This can be done only by distributing the state school fund pro rata on the basis of the number of teachers allowed by law. Had this been done for the year ending June 30, 1912, the amount per teacher allowed by law would have been \$512.05+.

SCHOOL MONEY APPORTIONMENT

TABLE TWO

	Total amount apportioned to the State School Fund for the year ending June 30, 1912	Total number of teachers allowed for year ending June 30, 1912, on preceding year's average daily attendance	Average amount apportioned per teacher for year ending June 30, 1912	Gain or loss per teacher on average amount of \$512.05 per teacher	Gain if money had been apportioned Equally at \$512.05 per teacher	Loss if money had been apportioned equally at \$512.05 per teacher
Alameda	\$ 458,785.36	832.00	\$551.42	\$ 39.37	.....	\$ 32,767.10
Alpine	1,149.84	3.00	383.28	128.77	\$ 386.32	.....
Amador	26,207.38	58.41	448.67	63.38	3,701.66	.....
Butte	72,310.08	152.00	475.72	36.33	5,522.00	.....
Calaveras	30,138.74	68.69	438.76	73.29	5,034.19	.....
Colusa	19,070.56	43.80	435.39	76.66	3,357.37	.....
Contra Costa	71,753.84	135.00	531.50	19.45	.....	2,626.66
Del Norte	8,855.60	20.00	442.78	69.27	1,385.46	.....
El Dorado	22,653.66	56.99	397.50	114.55	6,528.25	.....
Fresno	199,665.94	376.09	530.89	18.84	.....	7,087.86
Glenn	21,888.26	49.93	438.37	73.68	3,678.56	.....
Humboldt	85,771.28	175.00	490.12	21.93	3,838.03	.....
Imperial	25,902.08	53.00	488.71	23.34	1,236.74	.....
Inyo	12,024.08	27.00	445.33	66.72	1,801.36	.....
Kern	75,393.72	155.50	484.84	27.21	4,230.55	.....
Kings	40,667.88	77.22	526.64	14.59	.....	1,127.18
Lake	18,826.26	46.25	407.05	105.00	4,856.20	.....
Lassen	15,166.88	39.00	388.89	123.16	4,803.19	.....
Los Angeles	971,333.50	1,760.47	551.74	39.69	.....	69,979.83
Madera	20,376.48	46.32	435.58	76.47	3,341.82	.....
Marin	44,955.88	88.64	507.05	5.00	442.76	.....
Mariposa	10,785.90	27.15	397.27	114.78	3,116.34	.....
Mendocino	66,509.90	156.75	424.30	87.75	13,754.45	.....
Merced	42,178.46	87.87	480.00	32.05	2,815.65	.....
Modoc	20,206.24	48.00	420.96	91.09	4,372.31	.....
Mono	3,940.00	11.00	358.18	153.87	1,692.59	.....
Monterey	57,658.14	127.65	452.02	60.03	7,654.24	.....
Napa	42,980.50	80.05	477.29	34.76	3,129.89	.....
Nevada	37,954.72	80.00	474.43	37.62	3,009.52	.....
Orange	86,892.26	159.53	544.67	32.62	.....	5,204.41
Placer	39,508.92	82.98	476.12	35.93	2,981.25	.....
Plumas	12,183.84	30.00	406.12	105.93	3,177.76	.....
Riverside	77,810.68	149.06	522.00	9.95	.....	1,484.02
Sacramento	125,313.80	241.74	518.38	6.33	.....	1,530.05
San Benito	20,223.46	47.65	424.41	87.64	4,175.87	.....
San Bernardino	123,939.42	234.11	529.40	17.35	.....	4,062.64
San Diego	134,707.18	273.83	491.93	20.12	5,508.35	.....
San Francisco	601,182.56	1,088.00	552.55	40.05	.....	44,068.68
San Joaquin	100,866.96	196.96	512.11	.06	.....	12.96
San Luis Obispo	56,956.48	126.00	452.03	60.02	7,562.22	.....
San Mateo	55,840.04	107.14	517.45	5.40	.....	978.66
Santa Barbara	56,299.72	115.30	488.28	23.77	2,740.01	.....
Santa Clara	171,415.24	316.78	541.11	29.06	.....	9,307.02
Santa Cruz	58,974.96	118.88	496.08	15.97	1,897.92	.....
Shasta	55,446.08	135.00	410.71	101.34	13,681.10	.....
Sierra	9,650.72	22.00	438.66	73.39	1,614.45	.....
Siskiyou	48,880.24	117.00	417.77	94.28	11,029.98	.....
Solano	54,039.38	108.81	496.63	15.42	1,677.18	.....
Sonoma	120,131.34	247.59	485.20	26.85	6,647.91	.....
Stanislaus	68,752.30	132.59	518.53	6.48	.....	859.17
Sutter	19,965.26	43.00	464.31	47.74	2,052.98	.....
Tehama	36,616.06	84.47	433.48	78.57	6,637.07	.....
Trinity	9,660.64	26.00	371.56	140.49	3,652.74	.....
Tulare	104,522.34	207.05	504.81	7.24	1,498.27	.....
Tuolumne	26,138.00	56.00	466.75	45.30	2,536.98	.....
Ventura	43,924.48	87.20	503.72	8.33	726.56	.....
Yolo	34,286.86	73.63	465.66	46.89	3,415.62	.....
Yuba	20,596.56	48.00	429.09	82.96	3,981.99	.....
California	\$4,899,837.04	9,569.00	\$512.05	.....	\$180,885.56	\$180,885.56

Such an apportionment would have reduced the allowance of certain counties by large amounts both relatively and actually, and would have crippled their schools seriously.

It is true that none of the counties are receiving too much school money from the State. The best solution of the problem would be to increase the state school fund to \$550.00 per teacher, and to apportion the whole amount pro rata on the number of teachers allowed by law. Had this been done for the year ending June 30, 1912, the State would have furnished and would have apportioned \$5,262,950.00 instead of \$4,899,837.04; or \$363,112.96 more than it did furnish. Only three countries would have suffered loss as follows:

Alameda,	\$1,185.36,
Los Angeles,	3,075.00,
San Francisco,	2,782.55.

These losses would have been relatively and actually small and would have been suffered without complaint or serious inconvenience by the three counties affected.

All the other counties of the State would have enjoyed a gain.

The extent of this gain as it would have been on a basis of \$550.00 per teacher, as compared with the actual apportionment under the current law, is shown in table three.

To provide a pro rata apportionment of the state school fund on the basis of *teachers allowed by law*, it will be necessary to amend Section fourth of Section 1532 of the Political Code relating to the powers and duties of the State Superintendent of Public Instruction. Amended to provide for \$550.00 per teacher allowed by law, it should read as follows:

SECTION 1532. It is the duty of the Superintendent of Public Instruction:

Fourth—To apportion the state school fund at the rate of \$550.00 per teacher allowed by law to each county or city and county as shown by the annual report of the Superintendent of Schools, of the county or city and county for the next preceding school year; and to furnish an abstract of such apportionment to the State Controller, the State Board of Examiners, and the County and the City and County Auditors, Treasurers, and Superintendents of Schools of the several counties and cities and counties of the State. Such apportionment shall be made at least twice per year.

SCHOOL MONEY APPORTIONMENT

TABLE THREE

*	No. of teachers allowed by law for year ending June 30, 1912, on preceding year's average daily attendance	amount that would have been apportioned at \$550.00 per teacher for year ending June 30, 1912	Amount actually apportioned for year ending June 30, 1912	Gain or loss if apportionment had been on basis of \$550.00 per teacher
Alameda	832.00	\$ 457,600.00	\$ 458,785.36	\$ 1,185.36*
Alpine	3.00	1,650.00	1,149.84	500.16
Amador	58.41	32,125.50	26,207.38	5,918.12
Butte	52.00	83,600.00	72,310.08	11,289.92
Calaveras	68.69	37,779.50	30,138.74	7,640.76
Colusa	43.80	24,090.00	19,070.56	5,019.44
Contra Costa	135.00	74,250.00	71,753.84	2,496.16
Del Norte	20.00	11,000.00	8,855.60	2,144.40
El Dorado	56.99	31,344.50	22,653.66	8,690.84
Fresno	376.09	206,849.50	199,665.94	7,183.56
Glenn	49.93	27,461.50	21,888.26	5,573.24
Humboldt	175.00	96,250.00	85,771.28	10,478.72
Imperial	53.00	29,150.00	25,902.08	3,247.92
Inyo	27.00	14,850.00	12,024.08	2,825.92
Kern	155.50	85,525.00	75,393.72	10,131.28
Kings	77.22	42,471.00	40,667.88	1,803.12
Lake	46.25	25,437.50	18,826.26	6,611.24
Lassen	39.00	21,450.00	15,166.88	6,283.12
Los Angeles	1,760.47	968,258.50	971,333.50	3,075.00*
Madera	46.32	25,476.00	20,376.48	5,099.52
Marin	88.66	48,763.00	44,955.88	3,807.12
Mariposa	27.15	14,932.50	10,785.90	4,146.60
Mendocino	156.75	86,212.50	66,509.90	19,702.60
Merced	87.87	48,328.50	42,178.46	6,150.04
Modoc	48.00	26,400.00	20,206.24	6,193.76
Mono	11.00	6,050.00	3,940.00	2,110.00
Monterey	127.55	70,152.50	57,658.14	12,494.36
Napa	90.05	49,527.50	42,380.50	6,547.00
Nevada	80.00	44,000.00	37,954.72	6,045.28
Orange	159.53	87,741.50	86,892.26	849.24
Placer	82.98	45,639.00	39,508.92	6,130.08
Plumas	30.00	16,500.00	12,183.84	4,316.16
Riverside	149.06	81,983.00	77,810.68	4,172.32
Sacramento	241.74	132,957.00	125,313.80	7,643.20
San Benito	47.65	26,207.50	20,223.46	5,984.04
San Bernardino	234.11	128,760.50	123,939.42	4,821.08
San Diego	273.83	150,600.50	134,707.18	15,893.32
San Francisco	1,088.00	598,400.00	601,182.56	2,782.56*
San Joaquin	196.96	108,328.00	100,866.96	7,461.04
San Luis Obispo	126.00	69,300.00	56,966.48	12,333.52
San Mateo	107.14	58,927.00	55,840.04	3,086.96
Santa Barbara	115.30	63,415.00	56,299.72	7,115.28
Santa Clara	316.78	174,229.00	171,415.24	2,813.76
Santa Cruz	118.88	65,384.00	58,974.96	6,409.04
Shasta	135.00	74,250.00	55,446.08	18,803.92
Sierra	22.00	12,100.00	9,650.72	2,449.28
Siskiyou	117.00	64,350.00	48,880.24	15,469.76
Solano	108.81	59,845.50	54,039.38	5,806.12
Sonoma	247.59	136,174.50	120,131.34	16,043.16
Stanislaus	132.59	72,924.50	68,752.30	4,172.20
Sutter	43.00	23,650.00	19,965.36	3,684.64
Tehama	84.47	46,458.50	36,616.06	9,842.44
Trinity	26.00	14,300.00	9,660.64	4,639.36
Tulare	207.05	113,877.50	104,522.34	9,355.16
Tuolumne	56.00	30,800.00	26,138.00	4,662.00
Ventura	87.20	47,960.00	43,924.48	4,035.52
Yolo	73.63	40,496.50	34,286.86	6,209.64
Yuba	48.00	26,400.00	20,596.56	5,803.44
California	9,569.00	\$5,262,950.00	\$4,899,837.04	\$363,112.96 Net

*Signifies loss.

To provide sufficient funds to enable the State Superintendent of Public Instruction to apportion \$550.00 per teacher allowed by law it will be necessary to change Section 443 of the Political Code to read as follows:

SECTION 443. On or before the first Monday in January and the first Monday in July of the year 1914, and on or before the first Monday in January and the first Monday in July of each succeeding year, the State Controller shall transfer from the general fund of the State to the State School Fund such sums of money, in addition to the moneys paid into the State School Fund from other sources as will be equivalent in the aggregate to \$550.00 per teacher allowed by law to the several counties or cities and counties of the State as reported by the State Superintendent of Public Instruction for the school year ending June 30th, preceding.

These changes in the law will solve the problem without material injury to any county or city and county.

However, if in the judgment of the State's lawmakers, California is too poor to provide the relatively small additional sum of money needed to do justice to all, with injury to none, then justice should be done no matter who is hurt thereby.

In this latter case the only needed change in the law would be to change Section 1543, Section fourth, to provide that the State Superintendent of Public Instruction should apportion the State School Fund pro rata on the basis of *teachers allowed by law*.

The method of distribution now in use is intolerably unjust.

TIME, THE COUNTRY TEACHER'S PROBLEM

CHAS. J. TORESON

Pittville, Cal.

“**W**OULDST thou know the value of a minute? Ask the country school teacher?”

I have chosen “Time” for the subject of this article because it seems to me to be one of the great problems of the country teacher. Given sufficient time, and other problems will in great measure solve themselves. It is with the hope, then, of helping some struggling fellow-teacher in making the most of “Time,” that I give here a plan which I am using successfully in my own school of nine grades.

The number of grades is not the only factor to be considered. The number of months taught is of almost equal importance. Few country schools have more than nine months of school, while many of the mountain districts have only eight. All recent school manuals outline courses for nine or ten months. Hence the teacher has the choice of doing nine or ten months' work in eight months, of holding pupils in the same grade for two years or of dividing each grade into an A and a B class and doing the two years' work in three years. The last alternative would so multiply classes that one teacher could accomplish little; the second would be unjust to most pupils; the first must, therefore, by some means be followed.

Crowding a nine months' course into eight months means, of course, that some work must be slighted. Only a little supplementary work can be given, and concrete illustrations and experiments, whereby the city teacher makes the lessons interesting, are almost completely crowded out. The essentials, however, can be fairly well covered in eight months if the teacher will carefully plan his work before his school begins.

My own method is to divide the year's work in any given subject into topics. These topics I subdivide into lessons equal in number to the number of recitations in a year. We will suppose that thirty weeks are actually taught in a year, exclusive of institute week and the week given to final examination. If we give only two recitations a week in a subject, we must divide the year's work in that subject into sixty lessons, or recitations, making due allowance for reviews.

Where nine or more months are taught, considerable supplementary work can be included, and no subject need be slighted beyond what is made necessary by our crowded courses of study.

The teacher who has eight or nine grades is indeed confronted with a serious problem. To hear each grade recite each day in every subject of their respective courses means recitation periods of about five minutes or less duration. One class has barely begun when another must be called. The time taken in passing to and from recitations consumes many precious minutes, unless recitations are heard at the pupils' desks, and this confuses those who are studying.

The best method is, I believe, that of alternating written with oral recitations, hearing one grade recite orally while another prepares a

written recitation. This can be done in the subjects of History, Civics, Grammar, and Geography. I give four recitations a week to each of these subjects, two oral and two written. In assigning the lesson, I go over all of it with the class, showing the pupils how to study it, and explaining all points with which I know they will have trouble. I use the last one-third or more of the oral recitation period in doing this. The next day the class prepares a written recitation on this lesson, and the day after that we review the same lesson orally, taking the first two-thirds or less of the oral recitation period for this. Thus, each lesson is gone over three times on three successive days, and, by the third time over, is pretty thoroughly learned. I give no assistance whatever to the pupils except during the oral recitation period. In correcting their written work, I discover where each pupil is weak, and shape the oral recitation accordingly the next day.

Correcting a large number of papers takes considerable of the teacher's time outside of school hours, but the work with the children during the day is easier and more satisfactory, and this fully makes up for the extra work. From five minutes, or less, the recitation periods are lengthened to twelve and fifteen minutes in the subjects named, while time is gained for other subjects. There is more time to work with the little ones, who are often shamefully neglected. I have been guilty myself in this respect. This neglect is a cause of the many poor readers in country schools. And, as poor reading tends to poor work in other subjects, time can be saved by giving more attention to the primary grades.

A few subjects can be covered pretty thoroughly by giving them only one recitation period a week. These subjects I fit into my Friday program so they will not conflict with the alternate written and oral work on the other four days of the week.

Long before the close of the school year the teacher can determine whether any class will fail to complete a subject as outlined. If so, the program should be re-adjusted so as to give more time to this subject. If there is no other way, a half day of school on four or five Saturdays will usually be sufficient. Where the term is short, this will not injure the health of the pupils. Country children as a rule get an abundance of physical exercise—too much sometimes—but are limited on intellectual exercise. If the teacher feels toward them as he should, he will exert himself in every way possible to help them. It isn't the children's fault that the school term is short.

POINTS ON SCHOOL LAW

EDWARD HYATT

Superintendent of Public Instruction

ONCE I heard Jacob Riis say that the semi-criminal leader of the gang among city hoodlums is really a hero in disguise. In time of war he would be the peerless leader, the self-forgetful hero of the forlorn hope, the bravest, the most daring, the most admired of them all. The only trouble is that now he is misplaced. Time and opportunity are not ripe for him.

* * *

A few days ago I talked with a wise and cultured woman who conducts a great grape ranch in the San Joaquin Valley, in California. She looked at me inquiringly and said:

"I have often noticed that the best and most valuable boys I have to work on the ranch are the ones who don't get on with the teacher. The ones who are quickest, most resourceful, most efficient in doing work are very likely to be those out of school, expelled, suspended; or, quit because they don't like the teacher. I often wonder why this is so. Are your schools not adapted to those who have initiative and life?"

* * *

Looking back twenty-five years at my own teaching, I remember how stiff necked and disagreeable some of my school boys were. They were indifferent or bull-headed or obstinate. Why, I almost hated some of them. Always they were in the way of my plans, always a thorn in the flesh, always ugly, unappreciative, ungrateful. If half a dozen of them had been eliminated, how smoothly everything would have gone on! How delightful it would have been to teach the rest of the flock how to shoot! What a good and efficient school it would have been! How well I could have fitted the nice and obedient children for life!

But twenty-five years wipes out all trace of personal feeling, all vexation, all annoyance, all regret. Those boys, good and bad, are now forty years old or more. And, so far as I can see upon calling the roll, the disagreeable, obstinate fellows, the ones who most made my life a burden, have shown a fitness for life, responsibility and citizenship fully equal to their more docile fellows. To my surprise, they did not go to the penitentiary for their deviltry, nor to the poor-

house for their worthlessness. They have shown an astounding ability to take care of themselves and make a creditable showing in the world.

* * *

Methinks now I hear a faithful teacher, worn to a frazzle with the thousand cares and exasperations that make up the schoolmaster's life, reading the three observations above with indignation, and exclaiming with sarcastic emphasis: "Well, now, what's he driving at? Glorifying the bad boy again, is he? Oh, yes, let us put all our time and strength on the bad children and let the good ones go hang! By all means, yes, keep two or three rotten apples among the sound and let them spread decay among the whole pile! Is that it?"

* * *

Well, no, not that, kind friend; but only this, with hesitation and with diffidence:

Be wise, O Teacher, in dealing with the Independent Spirit. Be careful, beware that you do not misunderstand it or fail to recognize it. As the years go on it may fall out that the disagreeable, the Obstinate One, shall prove more useful to his generation than the Little Lord Fauntleroy. Life consists in overcoming inertia. Continually there are fights to make. The woman and the man with brave and independent spirit, who dare to stand up against the crowd, are priceless assets to a government of the people.

Endeavor, then, O Teacher, to have place in your school for the Independent Spirit. Do not mistake it, do not crush it, do not call down on it the Anathema or the Wrath of God. Do not be too sure that all your ways are right and all others wrong and wicked. It may be that exact and unquestioning obedience to your every rule and command and desire is not a good training for those who must soon pass away from you and must learn to resist as well as to follow. The timorous rabbit and the docile sheep are poor ideals for the preparation of an American citizen.

Be wise, O Teacher.

CALIFORNIA STATE TEACHERS' ASSOCIATION—
SOUTHERN SECTION

W. H. HOUSH

Principal High School, Los Angeles

THE California Teachers' Association, Southern Section, convened at Los Angeles, December 18, 19, 20. On the three days preceding joint institutes were held in the same city by the cities of Long Beach, Los Angeles, Pasadena, Pomona, Santa Monica, and Los Angeles County. Other Southern California counties held their institutes during the early days of the week and many teachers from outlying districts took the opportunity of attending the association meetings.

The general sessions were held at Temple Auditorium. General meetings were also held at Normal School Hall and Polytechnic High School Assembly. All meetings were well attended, Temple Auditorium with its 4,200 seats never being adequate to accommodate those who sought admission.

Keynote of the Association:—Social Service.

Subjects emphasized:—

Individual development.

Vocational training and guidance.

Hygienic instruction.

Cultural foundations.

Training in Civics and Economics.

Ethical co-operation.

The speakers were evidently selected because of their known advocacy of the development of all the powers of every child, of vocational guidance, of personal and social hygiene, of training for citizenship and democracy.

Bailey, Cubberley, Barrows, Suzzallo, Search:—leaders in educational thought and work; not only great teachers, but men gifted with a pleasing and convincing address, and with the power of inspiration. Almost abreast of these leaders were the other speakers, among them A. H. Chamberlain, Charles Rugh, and C. P. Zaner.

Henry Turner Bailey, editor of the School Arts Magazine, won and kept the hearts of all. The social ideal, he said, calls for sympathy and individual teaching, but does not suggest or countenance disorder or disobedience. "Have obedience by all means. Some-

where in their career the boy or girl should be taught to obey. If not at home then surely in school." He scored unsparingly, however, harsh and arbitrary measures in the classroom and pleaded for a system of education "vital, lifelike, and co-operative." He expressed joy at the passing of the despotic and military eras in education and at the coming of the new, the social ideal, which is to convert the recitation room into a mental workshop where each pupil is free to develop himself and to help his neighbor.

Ellwood P. Cubberley, Professor of Education, Stanford University, handled the subject of Secondary Education with vigor and directness. "Consult not college entrance requirements," he said, "but the present needs of the student and the community." He reminded the audience that individual needs are changing. If the school does not attract the pupil, we should ask the question what is the matter with the school, not what is the matter with the pupil. "Search out and develop new capabilities and new avenues for boys and girls." The high school age is the self-conscious age. "The teacher must recognize that there is a person not on the surface." Several important ends in high school education mentioned by Dr. Cubberley are: first, to develop strong will power; second, to develop a capacity for hard work; third, to teach the pupil to study with a purpose and to send him out with a strong desire to do some particular thing worth while; fourth, to kindle a love for some of the best literature; fifth, to inculcate a sense of service to others.

The high school teacher should have *outlook*, obtained not by professional training only, but by travel and by a practical knowledge of the civic and social conditions of the community. Dr. Cubberley insists that the high school should be a strong social institution.

Dr. David P. Barrows, Dean of the Graduate School of the University of California, advocated without apology education in the classical languages. Although friendly to the many modern subjects that have been added to the course of study he thinks that these have enriched the course in quantity only, not in quality. Although himself not a teacher of the classics, Dr. Barrows constantly betrays in his exact, virile, meaningful English and the wealth of his thought material, the great original source from which he draws his power as thinker and speaker. "Whoever has studied the classics," he said,

"has faced and considered the fundamental moral problems of life. Whoever expects to make permanent contributions to life should be a student of the classics."

He believes that teachers of Latin and Greek need not fear that these great languages and literatures will ever fail to attract the finest young minds.

Henry Suzzallo, Professor of Educational Sociology, Teachers' College, New York, is a strong advocate of *protective* as contrasted with *selective* education. "Formerly the bright and capable children of the educated classes were *selected* to receive an education. Now, social causes have pushed up another class: these must be *protected* from the traditional curriculum that does not meet their needs." The majority leaving the elementary schools now enter the high school. Many enter without purpose or desire to learn, but because they are sent or because it is the social thing to do. The teacher's task, with this class of pupils especially, must be to create a lively interest in the subject studied. Dr. Suzzallo emphasized this maxim: teaching is useless unless the boy is mentally present.

"Vocational training," he said, "without culture is a grave mistake. The son of the business man and of the laboring man needs a foundation of culture even more than the son of the professional man. Social stratification has set in, and there will be distrust and want of understanding between the different strata of society unless there be a common ground of cultural training.

Dr. Preston W. Search, at one time superintendent of the schools of Los Angeles, was enthusiastically welcomed by his many old friends. Mr. Search has traveled widely in many lands and spoken from many platforms since last he visited California. His careful study of educational systems in Europe enabled him to draw distinctions and to offer suggestions of great value to his hearers. Mr. Search is a keen observer and his powers of description are such as to make scenes, circumstances and conditions live before the minds of his audience.

H. A. Adrian, a former president of the Southern California Teachers' Association, addressed the alternative meeting held at the time of the concert on Thursday afternoon. It was the most largely attended meeting, alternative for the annual concert, that has ever been

held since teachers have had the opportunity of earning a session's credit by listening to artists of the first rank at nominal expense.

Mr. Adrian gave his lecture on "The Old and the New Heroes of American History," the address that brought down on him the criticism of the last California legislature. He was particularly earnest and convincing in his protest against teachers' continuing in the distortions of history that have placed some very human Americans upon pedestals as demi-gods, to the exclusion of other little known and less appreciated men and women more worthy of being placed for emulation before young Americans.

Arthur H. Chamberlain, Editor of the SIERRA EDUCATIONAL NEWS, impresses not only with his earnestness and his knowledge of the trend of modern education, but with his sense of the fitness of things, of proportion, of adaptability of present means to present needs.

Mr. Chamberlain, in his address on Vocational Adjustment, gave advice that was not only practical but timely. The subject was made to have a wider application and greater significance and therefore to challenge the attention of those engaged in every department of educational work. He distinguished clearly as between vocational education, which should not begin at too early an age, and vocational interpretation and adjustment which should have early attention. "The laboring man needs the refining influence of literature fully as much as does the professional man require an understanding of industrial processes." Normal schools should introduce courses in vocational adjustment. The four underlying factors are: First, consideration of the dominant interests of the pupil; second, the economic condition of the family of which the pupil is a part; third, opportunities offered in the given locality; fourth, consideration of the future prospects and needs of a given community. Mr. Chamberlain said "there was no divorce as between culture and accomplishment," and pleaded for the enrichment of vocational courses that "returns might be in terms of satisfaction as well as of dollars."

PERSONAL HYGIENE FOR GIRLS

Dr. Laura Bennett's address to women only, on personal hygiene, was a memorable event of the week. Temple Auditorium was full and must have been a beautiful sight.

Dr. Bennett dwelt upon the duty of schools to teach girls to take care of themselves physically and morally. She gave sensible, practical advice, adaptable to any girls from any home, about such things as all should know. Her address was well received by the ladies in attendance.

Of the modern features of education none is of more importance than the work done in our schools by such women as Dr. Laura Bennett and Dr. Lillian Ray. These women combine the qualifications of teacher and physician, and their sane, practical suggestions are invaluable to the girls.

MUSIC

The concert on Thursday afternoon was very inspiring to the teachers. Mme. Gerville-Reache was at her best and responded graciously to a number of encores; and the boy, Frederick Preston Search, won the hearts of the audience through his personality as well as by his artistic playing.

Frederick Search is the son of Dr. Preston W. Search. Young Search is already a musician of wonderful power and gives promise of becoming a master. His unaffected manner, his temperament and his technique were remarked by all who heard him.

A commendable departure from the old time institute program was the section devoted to music. It is a just recognition of the value of music in the scheme of education to have an afternoon set apart for addresses from musical experts.

The lecture by Miss Carrie Alchin on Applied Harmony, and that of Mr. Alfred A. Butler on Musical Appreciation were largely attended, and were as generously applauded as were the musical numbers on the program.

ECONOMICS IN THE HIGH SCHOOL

In the general discussion in the Social Science section of the Association there was a consensus of opinion that there should be a recognition of the interdependence of the Social Sciences; that good citizenship calls for some consideration, not only of Civics and Economics, but of Law, Ethics, and Sociology, and that these subjects should be taken up concretely rather than theoretically.

It is the right of every student to receive a year of practical

instruction in these subjects; possibly under the name of Civics. This instruction might be given in the senior year and American History, which has hitherto been taught in the senior year, be transferred to the third year, taking the place of English History. Many teachers now believe that a two year high school course in United States History, Civics, and Economics is a necessary preparation for citizenship.

MANUAL ARTS

Speeches by Prof. Cree T. Work, "The Regenerated School"; and by Miss Caroline C. Wood, on "Designing and Decorating as Illustrated by Costumes"; and by Prof. H. A. Rea on "Vocation Training," constituted the regular prepared program.

The discussion following the program was concerned with the necessity of giving the student some commercial outlet for his product. The system of having school bazaars or exchanges for the sale of student work was described. The extension of the shop time in the continuation school similar to the apprentice schools of the European guilds was suggested. A resolution was adopted requesting that the school authorities in each district consider some plan for disposing of the student products in art crafts and shopwork.

DOMESTIC SCIENCE AND ART

Addresses by Miss Clara Palmer on "Home Economics and world Problems," and by Miss May Secrest on "Science, Experience and Common Sense Applied, or Domestic Science," were devoted to the urgent and world-wide problem of the high cost of living.

Knowledge of how to live within the means of the laboring man was considered the great necessity for the housewives of the present day. In the application of the principles of the greater citizenship the woman should meet these problems in her own home as well as at the ballot booth. Perhaps the most illuminating speech of the session on the cultural value of domestic art was delivered by Miss Caroline C. Wood on the "Relation of Fine Arts to Domestic Art." All the commercial designing of useful and decorative objects and articles of costume or household furnishing is based upon an appreciation of the same laws of beauty and the same harmony of color that is found in the highest sculpture or painting, and the best training for the successful commercial designer is the most liberal cultural training in the fine arts.

In the other sections and departments, emphasis was laid upon the peace movement, problems of administration, university extension, the significance of the Panama canal, penmanship, Montessori method, commercial education, etc.

The resolutions as passed may be summarized as embodying the following recommendations: (1) That the state legislature appoint a committee of five persons, not members of the legislature, to study in all its phases the matter of a reorganized state board of education and submit recommendations under the guidance of which a bill may be drawn for submission at the first session of the legislature. (2) That the state board be empowered to appoint a properly qualified person to make a vocational study of the state and report from time to time to the proper authorities. (3) That a college for teachers be established in Southern California. (4) That pensions for teachers be established and that a committee be appointed to study the matter and submit a report to the various district councils of the state that a bill suitable to all may be submitted for legislative action. (5) That the law be so changed as to permit the use of state funds for vacation schools. (6) That clerks of school boards be paid a sum not to exceed \$25 per year. (7) That the kindergarten children receive the same state aid as do pupils of elementary schools. (8) That graduates of accredited kindergartens be granted authority to teach in the elementary school. (9) That consideration be given local needs and conditions by superintendents and others. (10) That the law relating to the use of cigarettes be enforced.

MEETING OF BAY SECTION OF C. T. A. FOR 1912

E. MORRIS COX

Asst. Supt. of Oakland Schools

THIS meeting was held in N. S. G. W. Building from December 30, 1912, to January 3, 1913, inclusive. Never has the Association met in more comfortable and beautiful quarters, and the arrangements made by President Barthel and Secretary Cloud had been so carefully planned that everything moved along as if it were the daily custom to hold such meetings.

The attendance was small. To those accustomed to the attendance of three thousand teachers on such occasions, the small audiences of twenty-five in some sections up to not much over five hundred in the largest general session, were almost disappointing. But the programs were good almost in the inverse ratio to attendance. There were none present by compulsion, not a county institute being called to meet with the Association. This insured marked interest from those present in everything deserving and there was much worthy of the closest attention.

A SPLENDID PROGRAM

President Barthel is to be congratulated for the part of the program for which he was responsible. In his president's address he particularly pointed out the fallacy of much of the destructive criticism about the public schools which is one of the latest fads. He reasoned that the community makes the conditions under which the schools work. If the faults, which the critics proclaim, exist, the community is responsible. The schools must of necessity be what the community wants. Most, if not all, of the shortcomings in the eyes of these latest fadists immediately resolve themselves into problems of finance. The changes and additions necessary to correct the so-called evils can be and would willingly be made by the school authorities if the necessary funds were available.

The whole program, including the sections, though prepared by a dozen or more different persons, seemed to be on just one theme. It was not alone when the words "vocational training," or "social service," or "industrial training" appeared in a printed topic that such was the theme for discussion. In almost every address or report in the general meetings and in nearly all sections the trend of thought was the same.

DR. SUZZALLO

Dr. Henry Suzzallo was warmly welcomed to his former California home. He contributed much to this meeting from his larger field of activity in the East. All of his addresses bore upon the prevailing topic. It is difficult to single out any one of his addresses for discussion. But as the one on "The Reconstructed High School" dealt with that part of our public school system which most slowly and, shall I say, unwillingly, responds to modern needs, it attracted much com-

ment. He said that the great battle ground of education will be the secondary rather than the elementary schools, because the problems in the elementary schools have been largely solved, whereas the secondary are in a chaotic condition. This is due to change in the school clientage resulting in a revolution of spirits. In preparing courses of study one should analyze all the factors involved,—the traditional point of view, the sociological, and the psychological, but we should begin with the sociological. Those who begin from this point of view are considered the most radical and progressive. Courses must not be so rigidly selective from the first day, but must be more adjustive. The high schools have a false theory of effort and discipline.

In another address Dr. Suzzallo pointed out most effectively some additional things the schools must do which the homes used to do but which from the nature of things they no longer can do. The schools must from now on teach bread-winning. The homes, particularly in our towns, now furnish no training in this line. Physical culture and play also must become a regular part of our school plan. When the population was almost wholly rural and every one worked for himself in the open air there was not the same need for physical training and play. With the free life then enjoyed, these came with the work.

MR. BAILEY

Mr. Henry Turner Bailey surely believes in "social service." His many admirable addresses will leave some most desirable improvements in our drawing teaching. Particularly in his address on "The Arts and Crafts in Relation to Other Studies" did he so strongly emphasize his views on the usefulness and serviceableness of drawing instruction and the folly of trying to teach art for art's sake in the grades. Can't some more of our drawing supervisors plan courses of study made up wholly of drawing lessons which the children can immediately apply and use? Miss Sellander, the drawing supervisor in Oakland, who followed Mr. Bailey in a discussion of the subject, has prepared such a course.

It is impossible here to take space to discuss all of the excellent features of all the programs. The two main sections—elementary and secondary—under the direction of Miss Elizabeth Sherman and L. B. Avery, respectively, provided a constant succession of most absorbing

addresses and reports. In addition to the speakers already mentioned, Drs. Boone, Rugh and Howerth of the University of California, contributed much to Miss Sherman's program.

In the high school section there were both addresses and reports which opened up subjects that the school people should consider most seriously. How did Mr. Avery succeed in getting so many vital things into his program and with such vitality? Courses of study, athletics, record keeping, fraternities, intermediate schools, sex instruction, moral education, school funds and other topics were there.

APPORTIONMENT OF HIGH SCHOOL FUNDS

Dr. Cubberley, in the discussion of the apportionment of school funds, proposed a plan different from the one now in use in this state, that is worthy of consideration. There are too many pupils per teacher in both our elementary and our high schools. This plan gives a premium for increasing the number of teachers. Here is a brief statement of the plan:

Divide the State apportionment into three portions—one-fourth equally to all schools, one-third on the basis of attendance, five-twelfths on the basis of the number of teachers employed. This works out so that each school gets nearly as much as it does now, but helps the school with the larger number of teachers, thus placing a premium on the school with more teachers. Thus the premium is based on the high school as a unit, on the number of teachers employed and on the attendance.

HIGH SCHOOL COMMITTEE REPORTS

A committee appointed at Stockton a year ago on "Making Over of the Course of Study to Meet Modern Conditions," with Mr. Avery as chairman, rendered a report in keeping with the subject. Their report, or parts of it, ought to be printed in the NEWS. Another of the Stockton committees made a report on "The Anti-Secret Fraternity Law." Mr. W. J. Cooper of Berkeley High School was the chairman of the committee. He prepared a splendid, painstaking and amazing report. The report showed beyond ground for doubt that the fraternities are growing in spite of our state law and often glory in their law-breaking proceedings. Several fraternities which existed previous to the enactment of the present act have ceased to exist because the members

were law-abiding. Today the premium is upon law-breaking. The present law is not remedying the evil in this State.

OTHER HIGH SCHOOL PROBLEMS

Dr. Suzzallo and Superintendent Francis spoke in reference to the value of "Intermediate" schools. The need for such schools was particularly emphasized in relation to the social need. Dr. Meyer of San Francisco gave one of the most helpful addresses of the meeting, on "The High School Teacher's Opportunity with Adolescent Boys and Girls with Reference to the Sex Problem." He emphasized the importance and necessity of instruction in sex hygiene and said that next to the parents who so often fail, the responsibility for such instruction rests upon the teacher. Such instruction, he said, should be given singly or in small groups as the best opportunity may arise.

There is much more that ought to be said about the program. Space prevents. The summary: the schools should direct their work not toward knowledge but to the rendering of service. The world needs not the knowing but the knowing how to do—intelligence plus action and service. We must train not only for scholarship but for scholarship plus industry and character.

ENTERTAINMENT

There was other entertainment, too. A reception to boards of education was a feature. Banquets were held by the Physical Education Section, the Applied Arts Section, the Federation of School Women's Clubs, the San Jose Alumni, the San Jose Normal Men's Club and the California Schoolmasters' Club.

ELECTION OF OFFICERS

The business meetings carried at least the usual amount of interest and the report of the Committee on Resolutions, which appears below, carries recommendations of unusual importance and value. The election of officers resulted in the choice of:

President—Supt. Geo. W. Frick of Alameda County.

Directors—C. W. Mark of San Francisco; C. L. Biedenbach of Berkeley.

Representatives—E. Morris Cox of Oakland, three-year term; J. W. Linscott of Santa Cruz, three-year term; F. K. Barthel of

San Francisco, three-year term; A. B. Anderson of San Rafael, one-year term. The 1912 meeting was a splendid one and the officers who planned it for us deserve the satisfaction which comes from well rendered service and expressions of approval, which are generally too stintingly given, by those who enjoyed the meetings.

REPORT OF THE RESOLUTIONS COMMITTEE

Your Committee respectively submit the following resolutions for your consideration:

WHEREAS, a strong sentiment exists in favor of submitting to the coming session of the State Legislature a teachers' pension or retirement salary bill; therefore, be it

Resolved, That this Bay Section of the C. T. A. stands ready to further any movement having for its purpose the provision of a fund and the necessary legal machinery to carry into effect the retirement of teachers, under one or another of the plans proposed, as upon presentation to the proper legislative committees may be found most feasible; and provided further, that such legislation shall validate pension provisions already existing anywhere in the State.

WHEREAS, under a constitutional amendment recently adopted by the voters of the State, a reorganization of the State Board of Education is immanent; and

WHEREAS, the present appears to be a favorable opportunity to attempt the modernizing of this part of our school machinery; therefore, be it

Resolved, That it is the sense of this body:

(1) That the board should consist of seven members; that it be a non-salaried board; that it be appointed by the Governor; and that there be no ex-officio members on the board.

(2) That, at first, appointments be made for the periods of one, two, three, and four years, in order that the term of all members shall not expire at the same time; and that the constitutional amendment be proposed under which the period of membership on the State Board of Education may be extended beyond four years.

(3) That the State Board shall have power to appoint its own officers, and such professional experts and other employees as may

by it be deemed necessary, and as shall have been provided for by the legislature; fix their salaries, and define and assign them their duties; and in making such appointments the board shall be guided only by consideration of the public welfare.

(4) We also recommend that a constitutional amendment be proposed under which the State Superintendent of Public Instruction shall become an appointee of the State Board of Education.

(5) That the State Board shall have power to make by-laws for its own government for the government of its executive officers, expert and other employees.

(6) That the State Board shall have power, and it shall be made its duty, to make investigations regarding all educational matters, and to make recommendations to the schools of the State and to the legislature concerning the same; that the Board shall have power to issue, from time to time, such printed matter as it may deem helpful; that the board shall present to the legislature a budget, covering the needed expenses of the State Department of Education, and recommendations for such legislation as it may deem necessary and shall perform all other functions and duties which are now or may hereafter be assigned to it by law.

Respectfully submitted,

(Signed) ELLWOOD P. CUBBERLEY.
ALEXIS F. LANGE.
DAVID R. JONES.

Resolved, That the State educational authorities be advised of our judgment that one text only be provided in spelling and arithmetic, each, intermediate in bulk and difficulty between the texts now used in these subjects in the elementary schools.

WHEREAS, Great difficulty exists at present in finding suitable qualified teachers for the so-called modern subjects, economic nature study, the household arts and occupational subjects generally; therefore, be it

Resolved, That it is the sense of this meeting that the normal schools, either by reducing the time now given to reviewing the elementary branches and its method of this presentation; or by raising

the standard of admission for these newer subjects; or by an extension of the period for professional preparation; should, more adequately than seems possible now, undertake to prepare teachers for such instruction.

Resolved, That in the SIERRA EDUCATIONAL NEWS we believe the teachers of the State derive a professional benefit and a personal inspiration out of all proportion to its cost to them; and that the present organization of the teaching today of which this journal is the official organ, has justified itself in a spirit of co-operation and higher ideals of service in which we may well take pride.

Other important resolutions favored an exhibit and a series of educational conferences at the Panama-Pacific Exposition; a legislative measure providing for holding county institutes in conjunction with the association during 1915, and the peace movement.

RICHARD G. BOONE,
Chairman Committee.

BEAUTY THE BRIDE OF USE HENRY TURNER BAILEY

(NOTE.—During the latter part of December, 1912, and the first week in January, 1913, Henry Turner Bailey, Editor of the School Arts Magazine, delivered nineteen addresses on the Pacific Coast, between Los Angeles and Portland, before three State Teachers' Associations and various other educational and art organizations. Upon request, Mr. Bailey has written for the readers of the SIERRA EDUCATIONAL NEWS the following brief summary of his message as embodied in these lectures.—THE EDITOR.)

“**A**RT for Art's Sake” is a delusion and a snare. All the great art of the world has been and will ever be applied art,—Art in the service of Necessity. The eager, ambitious human spirit demands that things be not only useful but beautiful.

The power to perceive and enjoy beauty varies greatly. That power is partly inherited and partly acquired. Cultivated people transmit to their children a diminishing resistance to esthetic impressions.

One aim of education is to promote the response of the individual to the beauty of the world, and to beauty in every man-made thing.

To this end nature study should be required in every grade, for its cultural values. In this study the point of view of the nature lovers,—the out-door people, artists, and poets,—is of more importance to the common man and woman, than the mere scientific point of view. An appreciation of the beauty of the world will help to keep boys and girls on the farm, to secure civic beauty, to inspire craftsmanship, to utilize leisure with profit, to appreciate literature, music, and fine art, and to enrich the content of life.

People should be led to appreciate the flowers, trees, birds and other natural features of their own immediate environment, and the architecture, handicraft, and other forms of art in their own town. From Los Angeles to Portland I found hardly a teacher, a member of a woman's club, or a business man, who could tell the name of the architect of any one of the fine office buildings, schools, or private houses along the coast, to say nothing of the less conspicuous things.

Esthetic training should begin unconsciously through the instrumentality of the school building, the grounds and the various schoolrooms. A beautiful school environment will establish ideals early. In schoolroom decoration the first essential is an appropriate color scheme for walls and woodwork. Potted plants and window gardens, cared for by the children, add fresh beauty. The display everyday of some beautiful object from the realm of nature (an arrangement of flowers) or from the realm of the fine arts (borrowed from some home in the district), for a single day, will promote a knowledge of the elements of beauty.

On the walls only beautiful things should be permanently displayed. Portraits of famous people (unless of recognized merit as works of art), views, charts, and even the American flag, should be kept in cabinets, and produced only when required.

The pictures for the walls should be masterpieces, but selected in each case because of their appeal to the children who occupy that particular room. In the lower grades pictures of mother love, of animal and child life, seem best. Later children appreciate pictures of active life, the occupations and crafts, and only in the upper grades idealistic pictures, and such as involve symbolism. Only mature minds appreciate fragments and ruins. In high schools we need decorations which present ideals of beautiful womanhood for girls, and of splendid man-

hood for boys, and which open to young minds some of the deepest insights of the spirit.

Having achieved beautiful schoolrooms, we should formulate courses of study as broad as the life of our time demands, that every pupil may receive an all-round general training, and in addition that each may discover the particular line for specialization for which he or she may be naturally fitted. Each at his best for the good of all, is the motto of the public school.

Our methods of instruction should be determined by social ideals. The school-life should be the world-life in miniature, that the pupil may be prepared for life by *living*, under the guidance of his teacher who, presumably, has had more experience than he has, and sees more clearly the right path.

Every problem should be presented not from the pedagogical point of view merely as an educational exercise, but from the industrial and social point of view, as something worth doing, and worth doing well. Problems should be genuine and processes up-to-date. Results in each grade should reflect the individuality of the pupil, and the high-water-mark of his ability and taste in that particular stage of his development.

The work in every grade should contribute towards the formation of that habit of mind which will ask in the presence of every problem, What is required? What are the conditions? What is the most direct and sensible way of meeting them? What materials are appropriate? What technique is best? How can excellence be achieved in this particular case, without waste of time and energy, and to the delight of all who have a cultivated taste?

The co-operative spirit must be developed from the first. In these days the citizen who is most helpful in every possible way is most highly prized. In school it has been a crime for one child to help another. Children should be urged to assist one another, the knowing should teach the ignorant, the strong should serve the weak. The upper grade children should produce things the lower grade children require; the lower grade children who need practice in certain processes which to older children become vain repetition, should perform that work for them.

To paraphrase William Morris, we must see to it that nothing is

produced in school but what we know to be useful and believe to be beautiful.

Art museums should be to art education in the public schools what libraries are to instruction in other studies. They should furnish standards of excellence. The schools can teach the language of art and the principles of design, but the museums must furnish examples of distinguished success in their application. If the local museum is not well stocked, it should act as middle-man between the public schools and the homes where fine things are to be found. Loan collections should be gathered by the museum and exhibited at such times as the course of study in the schools may require.

Boys and girls leaving the grammar schools should have acquired the conviction that whatever they do with their hands should be excellent,—adequate to its purpose, consistent in the character of its parts, of a definite harmony of color, of refined proportions and contours, and as well made as their personal skill will allow.

They should have made up their minds to live up to all the esthetic light they possess, in matters of dress, in the decoration of their own homes, in the treatment of their own door yards, and in everything else, so far as their influence extends.

All our art-educational forces should be so completely organized that they work together as one consistent whole from the lowest grade primary throughout the entire school system, for the discovery, development, and utilization of every particle of talent the children possess, because of its value to the commonwealth. Such an organization is frequently found in Europe, but seldom as yet in the United States.

A State Art School, to which all public schools should contribute talented pupils, is of as great importance to the commercial prosperity of a state as a state university. Only one State in the Union has such a school. That State is Massachusetts, whose people are said to have more money per capita in the savings banks than those of any other State in the world.

When instruction in art is under one head in the lower grades, under another head in the upper grades, and under still another, or several other heads in the high schools,—when art is divorced from craft, and jealousies and misunderstandings, and political considerations, prevent genuine and hearty co-operation among the special teachers,—

when all of them are responsible to nobody in particular, or to an overlord who knows nothing about art education in general, and has himself no taste or skill of his own, conservation of talent is impossible, progressively fine results from lowest grade to highest cannot be expected, and the whole situation is deplorable. Such conditions exist almost everywhere in our country. They appear in aggravated form in many of the cities along the Pacific Coast.

A Republic's *greatest* asset is its boys and girls. A Republic's *chief* business is education. A Republic's *supreme* duty is to keep its schools free from sectarian or political control, free from incompetent teachers, and free from class education. A Republic cannot afford to maintain schools to give teachers jobs, to promote personal ambitions, to prepare children for college, or to train them to please the "captains of industry." The schools of a Republic must be devoted to the making of the best possible citizenship, for its very life depends upon maintaining within its borders an invincible *majority* of broad-minded, efficient, self-governing men and women, incorruptibly loyal to the highest ideals of the race.

On the Pacific Coast I found some of the best of teachers, some of the most efficient of supervisors, some of the best of work in drawing in certain grades of schools, some of the most excellent specimens of handicraft, and some of the best type of individual schools to be found anywhere in the United States. The Coast has some of the best educational spirit in the country. This is fortunate; for it has also some of the worst educational conditions. But everywhere I went I found leaders who see clearly our North Star and who are true to the course that makes for a life of usefulness, beauty and goodness for all mankind.

On December 28 at Los Angeles, the executive committee of the Council of Education held a meeting. There were present President Mark Keppel, Mrs. S. M. Dorsey of the Los Angeles High School, Miss Lulu White of Redding, Superintendent Cranston of Santa Ana, Superintendent Mackinnon of San Diego and Editor Chamberlain of the Sierra Educational News.

PHOEBE APPERSON HEARST

REMARKS BY DEAN ALEXIS F. LANGE, DEAN OF THE FACULTIES.

NOTE.—On December 3d, at the University of California, was celebrated the 70th birthday of Mrs. Phoebe Apperson Hearst an honored regent of the university, and a benefactress of the state. Addresses were delivered by President Benj. Ide Wheeler, Dean Alexis F. Lange, Miss Harriet Judd, president of the Associated Women Students, and Regent Frederick W. Dohrmann. Mrs. Hearst made a most fitting reply.—EDITOR.

Our Alma Mater would not be true to her own self did she not gather her family about her to honor, gratefully and affectionately, this birthday. For many a year now Mrs. Hearst has been in fact and spirit of this family, a member nobly creative and sustaining. But for her—as scholarships bear witness, and Hearst Hall, and the Memorial Mining Building—the daughters and sons of California would find fewer open doors of opportunity. But for her, art and science would have progressed more haltingly or suffered delay for decades. But for her the radiant vision of a university home with many mansions, each beautiful and all in harmony with one another and with the glories of the State, would have become merely a fond dream of what might have been. Because of Mrs. Hearst's quickening ministrations the fire on the university hearth burns more brightly and the university has life more abundant.

But we should, indeed, appreciate only in part if we failed to call to mind the beautiful forms of Mrs. Hearst's services as well as their kind and scope. They embody one of our university ideals,—the union of the grasp and judgment and efficiency of the man of affairs with the unerring sense of fitness, the taste and tact and grace of one who has learned how to live winsomely. To dwell on her discernment of the abiding values in university growth and on the distinction of her fostering care, or on her self-effacing helpfulness from day to day and year to year, in incidental crises, or on her hospitality, which makes acceptance seem a favor, to think of those things is to realize how the prose of giving may be transfigured into the poetry, the Fine Art of Service.

It is here that we come upon the key to it all,—the will to serve,

born of insight, and love. Mrs. Hearst knows that self is but a small part of us and that what really counts is:

Not what we give, but what we share,
For the gift without the giver is bare.

But if—

There is nothing so royal as Truth,
There is nothing so queenly as Kindness,

and Mrs. Hearst's sympathies and motherliness—if this word is not too old-fashioned—make her kin to all that need her and the loyal queenly co-worker of those who would advance our great vocation, that of becoming nobly and beautifully human.

And so Mrs. Hearst's best gift to the University is herself and her inspiring manifestation of the spirit of service, without which the University would become as "sounding brass or a tinkling cymbal" and the reason for its existence would be gone.

In behalf of the Faculties I offer heartfelt congratulations, in the certainty that the years to come, like those that are gone, will be years of ascending life, bright with the satisfaction and happiness of life worthily lived.

OFFICIAL REPORT ON ADMISSION REQUIREMENTS,
UNIVERSITY OF CALIFORNIA

JAMES SUTTON, Recorder

Report of a Joint Committee consisting of

- (1) The Special Committee on Admission Requirements,
- (2) The Standing Committee on Schools, and
- (3) The Standing Committee on Admissions.

To the Academic Council:

The committees named above, acting as a joint committee, recommend:

1. That the foreign language requirement of matriculation Group I, reading at present—

ADMISSION REQUIREMENTS

Foreign language or languages, ancient or modern, 12 units, be amended to read

- | | |
|---|------|
| (a) Foreign language or languages, ancient or modern 6 units | } 12 |
| (b) Foreign language or languages, ancient or modern; intermediate mathematics; advanced mathematics; third-year or four-year science, —in any combination. 6 units | |
| | |

2. That the present provision in matriculation Group 1 for the acceptance of electives to the extent of not more than 9 units chosen from Subjects 18, 19, 20, 21 (vocational subjects, music, etc.) be amended to read:

Not more than 9 units from Subjects 18, 19, 20, 21 or other high school subjects recommended by the principals of accredited high schools but not at present included in the university preparatory list.

3. That the present requirement of examination for matriculation credit in bookkeeping, stenography, typewriting, and music, be abrogated.

4. That the rules requiring certain supplemental credits as a condition for the granting of matriculation credit in Subjects 18 and 20 (for example, credit in mechanical arts given only when accompanied by credit for free-hand drawing and geometrical drawing; credit in sewing given only with credit for free-hand drawing) be abrogated.

Respectfully submitted,

A. F. LANGE,

Chairman Standing Committee on Admissions;
Chairman Special Committee on Admission Requirements.

E. P. LEWIS,

Chairman Standing Committee on Schools.

Approved by Academic Council, Nov. 25, 1912.

Paragraph 1 of the report makes it possible for an applicant to cut down the amount of pre-matriculation work in foreign language provided he is willing to substitute for the deferred work in foreign language certain advanced work in mathematics and science. The

action taken by the Council does not reduce the aggregate amount of foreign language required of students for their junior certificate; and consequently the applicant who enters with the minimum of foreign language will ordinarily be under the necessity of taking a somewhat abnormal amount of foreign language during the freshman and sophomore years. The action taken by the Council makes possible a more convenient articulation of high school and university schedules and lodges with the authorities of the secondary schools the decision as to whether the applicant will take the major part of his work in foreign language during his high school course or defer it until he enters the university. In many cases—perhaps in most cases—it will prove to be the part of wisdom to require this work to be completed during the high school years.

Paragraphs 2, 3, and 4 of the report are concerned with the newer subjects in the preparatory list—commercial subjects, other vocational subjects, and music. When the university added these new subjects to the preparatory list some three or four years ago, the provisions for obtaining matriculation credits were hedged about with certain restrictions. It was believed to be unsafe to grant matriculation credit in stenography, bookkeeping, typewriting, or music without entrance examinations at the university. Also, it was thought necessary to restrict the allowance of matriculation credit in certain subjects to pupils who had completed certain other and standard subjects of such nature as should guarantee breadth and thoroughness. And, furthermore, the total amount of credit which the university stood ready to accept in these newer fields of effort was limited to 9 units of the 45 units normally required for admission.

Experience has shown that the newer subjects as defined by the university in its formal preparatory list do not by any means comprehend all of the newer subjects (vocational and other subjects) which the authorities of progressive secondary schools desire to undertake. The limitations as to examination and supplemental credits have likewise hampered the schools in their efforts to organize instruction and to make satisfactory programs and schedules. Practically all of the subjects concerned in the Council's recent action belong peculiarly to the field of secondary education considered as an end in itself, rather than as a stepping stone to the university; and obviously, the rational

ADMISSION REQUIREMENTS

process of development in these fields of study will rest upon the policies and principles ultimately to be adopted by the responsible school authorities and not by the university. *

The difficulties above referred to, it would seem, have been met in a fairly satisfactory way by the decision of the university to abrogate the restrictions as to examinations and supplemental credits, and to accept as a part of any matriculation schedule not to exceed 9 units of work in these newer subjects *or in any other subjects* recommended by the principals of approved schools, whether the subjects so recommended are included in the official "preparatory list" or not. This really makes it possible for a pupil in a four-year high school course to take one full vocational subject each year; true, this work, taken each year for four years, would amount to 12 units, but it is to be remembered that most high schools require 48 units for graduation, while the university requires recommendations in only 45, so that there is a margin of 3 units which may consist of a fourth year of vocational work if desired.

The Commissioner of Education of the United States is trying to make the library of the Bureau of Education a complete reference library on all phases of education. To assist in this he wishes to obtain, as soon as issued, two copies of all reports, catalogues, circulars of information, and all similar publications of state, county, and city departments of education, and of education associations, boards and societies. All persons responsible for the distribution of any such matter are requested to send two copies to the library of the bureau. If the postage would be considerable, the librarian should be notified by card, when free mailing labels will be sent. Address all communications to The Librarian, Bureau of Education, Washington, D. C.

The sixth annual convention of the National Society for the Promotion of Industrial Education, held at Philadelphia, December 5th-7th, was a great success. Not only educators, but business men, engineers and experts discussed the problems of industrial, vocational, and trade education.

Supt. Roncovieri of San Francisco has requested principals and teachers to push the matter of school gardening at home.

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Gleanings

Ex-President J. A. Cranston of the Southern Section of the California Teachers' Association has appointed a committee on teachers' pensions as follows: Prof. W. H. Holland, Pasadena, Chairman, Mrs. S. M. Dorsey, Dr. A. E. Wilson, Miss Cora E. Lamb, President J. F. Mills-paugh. Miss Lamb represents the Los Angeles city grade teachers.

Dr. Geo. A. Gates, formerly president of Pomona College at Claremont, and favorably known as an educator throughout the country, took his own life recently while at a health resort at Florida. On account of ill health he had been granted a leave of absence from Fisk University at Nashville, and this sickness resulting from a serious injury had no doubt brought on a derangement of mind. As man and teacher Dr. Gates made a host of friends in California.

On January 5 several friends gathered at the hospitable home of Hon. John Swett at Martinez. Those making up the party were Messrs. Alexis F. Lange, Richard G. Boone, Ira W. Howerth, C. E. Rugh and A. H. Chamberlain. Both Mr. and Mrs Swett are in the best of health. At the age of 82 Mr. Swett is still pursuing his literary work with great vigor.

At the Bay Section meeting, California Teachers' Association, most interesting exhibits were made by several of the book and supply houses and by various societies. The exhibit of the California Peace Society was in charge of Carl G. Park. The American Humane Education Society was presided over by Alice Park. Chas. E. Wehn represented Jos. Dixon Crucible Company, the Stoddard Lectures by Mrs. Wright, the International Encyclopedia by Mrs. Lindley. Ginn & Co. were represented by F. A. Rice, the Educational Publishing Co., G. F. Ferguson; American Book Co., D. J. Sullivan and Miss Hammon; Milton Bradley by Miss Gertrude Hussey and H. J. Rowe and the Macmillans by J. H. Beers.

On New Year's afternoon at the Hotel St. Francis the Alumni Association of the State Normal School at San Jose held an informal reception. Here gathered between 400 and 500 graduates from all parts of the state and from all periods of the school's history. The event was the first general reception that the association has held in recent years during the Christmas tide. From the signal success of the occasion Wednesday last there is no doubt but that the idea will be perpetuated.

Prof. David Rhys Jones, for many years prominently identified with the State Normal School, San Francisco, has resigned his position to enter immediately upon the duties of Superintendent of San Rafael. Former Superintendent A. B. Anderson leaves San Rafael, where his work has been of a high order, to occupy the position left vacant by the resignation of Mr. Jones.

NEW SUPPLEMENTARY READERS

Pitrè's Swallow Book

By DR. GIUSEPPE PITRÈ

Translated from the Italian by ADA WALKER CAMEHL

35 Cents

This supplementary reader for the upper grammar grades consists of an introductory chapter describing the swallow, followed by a collection of interesting myths, legends, fables, folk songs, proverbs, and superstitions of many lands, about the swallow. Dr. Pitrè, the author, is one of the leading folk-lorists of Europe. He gathered many of these folk tales as he drove up and down through Sicily during the forty years of his medical practice. His material has been translated and adapted for the use of children, but its appeal is not confined to the young, for it will interest all lovers of folklore. Its aim is to teach the story of this particular bird, and also to cultivate the imagination and power of observation of the reader. A knowledge of the characteristics and habits of the swallow, together with the charming lore which clusters about her, will arouse in the children a protecting interest in all bird life. The illustrations are a notable feature. The artist has caught the spirit of the book, and flocks of swallows fly airily through the text and out over the margins.

Baldwin's Fifty Famous People

By JAMES BALDWIN

35 Cents

A volume of short stories for the third and fourth school years, similar in matter and style to the popular Fifty Famous Stories by the same author. All these stories relate to real persons, each of whom in his own time and country was truly famous. Among them are such interesting tales as Franklin and the Whistle, Lincoln and the Birds, Edward Everett's First Speech, Longfellow and the Turnip, Lafayette and the Wolf, Richard III and the Horseshoe Nails, Why Washington did not go to Sea, How Daniel Webster Rode to School, Why John Marshall Carried the Turkey, etc. Not only is each story pleasantly told, but it illustrates an element of truth which few will fail to recognize and appreciate.

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At the banquet of the Southern California School Masters' Club on December 19, Prof. Everet Shepardson of the State Normal School, Los Angeles, acted as toastmaster, introducing as speakers C. P. Zaner, Preston W. Search, Henry Turner Bailey, Henry Suzzallo, Judge Curtis D. Wilbur, Arthur H. Chamberlain and J. H. Francis.

John McDonald, editor and proprietor of the Western School Journal of Kansas, took hold of that estimable journal twenty-four years ago. Mr. McDonald has done a great work for education. He is known by school men and women from the Atlantic to the Pacific. His genial manner, his keen wit, and his sound philosophy have made him friends everywhere. All will wish for him another quarter century of service and achievement.

Miss Ednah A. Rich, president of the State Normal School of Manual Training and Home Economics, has just returned from an extended lecture trip in the East, where at several places she made addresses and attended conferences. Miss Rich is doing a notable work in the promotion of industrial education and the home economics subjects.

The Orange county teachers' institute was held at Santa Ana December 16 to 18, under the leadership of County Superintendent R. P. Mitchell. There were general sessions and section meetings, the speakers including Dr. Henry Suzzallo, E. P. Cubberley, Mrs. Augusta Bainbridge, Arthur H. Chamberlain, C. P. Zaner, Jos. F. Daniels, Leroy E. Armstrong, Winifred Roberts, L. H. Koepsel and Wilhelmine Loose. Many local teachers took part in the discussions. The musical programs were excellent and one evening was given over to a banquet. Superintendent Mitchell arranges and carries out an excellent program.

An attractive pamphlet, well illustrated, under the title "The Public Playground," has been issued at the office of the Superintendent of Public Instruction and sent to those interested in the State. The pamphlet, prepared by Frederick B. Moore, with an introduction by Supt. Hyatt, should be in the hands of every teacher and principal.

On November 30th, with appropriate ceremonies, was laid the cornerstone of the new Union High School at Hayward.

The Kern County Institute, under the direction of County Supt. Stockton and City Supt. Nelson of Bakersfield, convened on Nov. 25th to 27th. The programs were varied and valuable. Among those who took part were Dr. Richard G. Boone, Hon. Edward Hyatt, Alfred Harrell, Dan Stockton, Messrs. Parker, Macomber and others. The attendance was large.

The coupon on page 9 will interest every teacher and school trustee in California.



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171	Myers: Mediaeval and Modern History.....	247
153	Cheyney: English History	192
70	Muzzey: American History (recently published)....	249
146	Hawkes, Luby & Touton: Algebra.....	293
119	Wentworth-Smith: Geometry	279
168	Millikan & Gale: Physics	223
64	McPherson & Henderson: Chemistry.....	221
69	Bergen: Botanies	101
146	Allen & Greenough: Latin Grammar.....	209
	Collar & Daniell: First Year Latin, or	
146	D'Ooge: Latin for Beginners.....	263
153	Allen & Greenough: Latin Texts.....	246
129	D'Ooge: Latin Composition	190
199	Gayley: Classic Myths	221
124	Gayley & Flaherty: Poetry of People.....	143
67	Long: English Literature	125
	Hanson: English Composition	
	Gardiner, Kittredge & Arnold: Manual.....	
118	Lockwood & Emerson: Composition.....	225
111	Moore & Miner: Business Arithmetic.....	177
	Moore & Miner: Bookkeeping, or	
28	Miner: Bookkeeping (recently published).....	187

If you are not using these books you are not using the best.

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Say you saw it in the Sierra Educational News

The American Penman, published by the A. N. Palmer Co., contains from month to month valuable material for the teacher. The editorials and articles are well worth reading and the practical work in penmanship most suggestive.

Editor Chas. A. Bennett of the "Manual Training Magazine" and "Vocational Education," is doing a great service for the country at large. The latter magazine, although but a few months old, is helping in no small way to shape thought along vocational lines. Both are published at the Manual Arts Press, Peoria, Ill.

The new mining course at Polytechnic High School, Los Angeles, is becoming exceedingly popular.

The State Educational Meeting of Utah, which convened at Salt Lake City, November 25th, was one of the most successful in the history of the state. A large attendance of notable educators and a splendid spirit and program made the meeting distinctly worth while. Hon. P. P. Claxton, U. S. Commissioner of Education, and Supt. J. H. Francis of Los Angeles were among the speakers.

The schools of Spokane are rapidly coming into prominence. Of the new movements there, that to make social centers of the schools is notable. In the buildings meetings of an educational, social or political character are permitted, these to be held under the auspices of a regularly organized body.

The joint institute of the city of Stockton and San Joaquin County was held in Stockton November 25th to 27th. Matters pertaining to library work, Montessori system, training of the teacher and elementary and secondary school subjects were presented. The speakers included W. F. Cloudsley, W. G. Hartranft, Miss Effie McFadden, Dr. Ira W. Howerth, President David Starr Jordan, Dr. A. A. D'Ancona, Mr. Noel Garrison, Miss Crystal Hanford, Miss Nellie McMurray, Messrs. A. D. Tenney, W. F. Ellis, L. L. Evans.

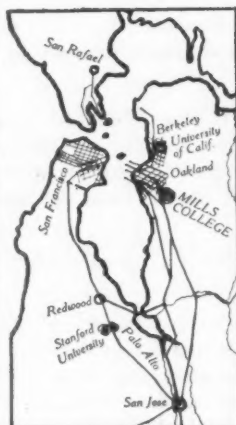
Mr. A. J. Cloud, Deputy Superintendent of Schools, San Francisco, has been reappointed for an additional full term. Mr. Cloud, who is the efficient secretary of the Bay Section, California Teachers' Association, has been doing noteworthy work for the schools of San Francisco. During the last few months his attention has been particularly directed to the reorganization and enrichment of the high school courses in the city. Mr. Cloud is state director for California of the National Education Association. His excellent work is being recognized the country over.

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In the California Outlook for November 23d, Director Leroy B. Smith of the California Polytechnic School of San Luis Obispo writes interestingly of that institution. Those who do not know of the work being done at San Luis should take occasion to inform themselves.

Supt. W. H. Greenhalgh of Amador County invited Dr. Richard G. Boone, Miss Wiebalk of the San Francisco Normal, W. G. Hart-ranft, Hon. Job Wood, Jr., and other speakers to appear before his annual institute on November 19th. From all reports this was the most successful institute ever held in Amador County.

Hon. Edward Hyatt has announced that for the ten year period from 1902 to 1912 there was expended for insurance premiums on public school buildings approximately \$1,176,651.00, while the total loss from fire for the same time, exclusive of the San Francisco disaster, amounted to \$398,119.00. The insurance companies paid only \$213,259. How about this as an argument for insurance of school houses by the state?

On December 16th, at the meeting of the Southern Section, C. T. A., at the Auditorium, Los Angeles, there was lost a purse containing money and other property to the value of \$30.00. The finder should communicate with Supt. Mark Keppel.

Prof. W. A. Fiske, head of the Department of Geology of Occidental College, has resigned to accept the position of director of the Chaffey Library Foundation. This library, endowed with \$80,000, is a part of the Union High School at Ontario. With an annual income of \$5,000 on the endowment, Prof. Fiske will have charge of the investment of funds and will direct the library. The movement will be watched with interest.

President James A. MacLean of the University of Idaho has resigned to accept the presidency of the University of Manitoba. The trustees of the University of Idaho passed resolutions of appreciation on Dr. MacLean's twelve years of efficient service.

The San Francisco Commercial School will be known in the future as the High School of Commerce. A four, instead of a two year course will be offered.

Dr. C. C. Van Liew, formerly president of the State Normal School at Chico, has associated himself with the American Book Company, with San Francisco as headquarters. Dr. Van Liew has an extensive knowledge of the entire field of education. He should be able to perform a real service to the school interests of the state.

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Say you saw it in the Sierra Educational News

Meeting of the Department of National Superintendence at Philadelphia, February 25-28. Supt. M. G. Bumbaugh of Philadelphia is chairman of the local committee and applications for hotel accommodations should be made to him. Indications point to one of the most successful meetings in the history of the organization. The West should be well represented.

On December 21 Superintendent James E. Reynolds held a trustees' meeting at Ventura, at which time the fifty-five school districts of his county were represented. The forenoon was given over to an excellent address by Superintendent Reynolds, who was called to the chair, and by a presentation by District Attorney Bowker of some pertinent matters in our school law. Discussion was very fully indulged in by the members. In the afternoon Prof. Arthur H. Chamberlain spoke on the topic, "Trustee and Teacher in Double Harness," in which the matter of co-operation was brought up. F. L. Fairbanks of Fillmore, as secretary, spoke interestingly on the spirit of the school as exemplified in high school work, and Mr. Sheldon, one of the trustees at Mound, introduced the subject of lima bean contests for school children.

In the death of Mrs. Susan Lincoln Mills, the founder of Mills College, California, the country at large suffers a severe loss. Her work in California was begun in 1865 and in 1871, Mills College proper, now one of the great women's colleges of the land, was founded. Mrs. Mills lived on the college campus and her interest in the work was sustained to the last. She was a graduate of Mt. Holyoke and taught there with Mary Lyon. Her fifty years of service as head of Mills College is her enduring monument.

Hon. Frank R. White, director of education for the Philippines, together with Mrs. White, has been for some weeks in this country. Mr. White has been in Washington on official business and returns this month to the Philippines. His administration is proving exceedingly successful. The eyes of all educators in this country are being turned toward the East. Several publications in his department are of the highest order. The Philippine Craftsman, of which Mr. White is editor in chief, is now in its first volume and gives information on the shops and trade schools, intermediate courses, basket and hat work, textiles and embroidery, and other matters of educational interest. The annual reports of the director should be read by school people throughout this country.

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At the Inyo County Institute, held in November, Supt. Babcock of Mendocino County and W. G. Hartranft were the principal speakers. Mr. Hartranft is well known through the state for the value of his institute work. Supt. Babcock is sane, practical and helpful, and his work was received with great enthusiasm. The trustees as well as the teachers would be pleased to have him return again.

Some \$24,000,000 was spent on education in California for the year ending June 30th last, according to Job Wood, Jr. This amount is about \$57.90 per pupil.


Supt. R. J. Condon of Providence, R. I., has been elected to succeed Supt. Dyer of Cincinnati. The salary is \$10,000. Mr. Condon, as superintendent at Helena, Montana, brought these schools into prominence.

On December 14th, one hundred and fifty trustees of Fresno County attended the annual meeting in Fresno. Supt. E. W. Lindsay presented an attractive program.

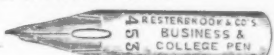
Fred T. Moore, for several years associated with the American Book Company in San Francisco, has connected himself with the land sales department of the West Sacramento Company, with headquarters in the Nicolaus Bldg., at Sacramento. Mr. Moore has our best wishes for success.

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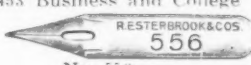
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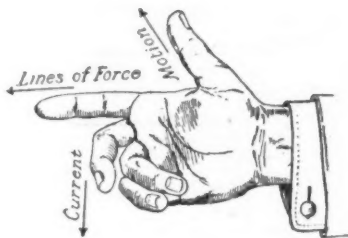
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Say you saw it in the Sierra Educational News

Miss Isabel C. Mackenzie of the Normal School Faculty, San Jose, has prepared for use in the grade a classified list of stories for story telling. The lists include titles, authors and publishers and the books are so listed that one may easily turn to any particular line desired. Some of the best things adapted to each grade in the line of folk lore, nature stories, stories for holidays, ethical stories, and those relating to the heroic and the legend, as well as nonsense and laughter are given place. The price of the pamphlet is 25c.

Guy V. Whaley is reported to have succeeded Albert M. Armstrong as principal at Vallejo. Mr. Whaley has been principal of the Antioch High School.

Dr. E. B. Hoag is evidently rousing the people of Minnesota to the necessity for proper sanitation and physical examinations in the schools. The journals and press generally throughout the country are speaking in the highest terms of his work.

At the recent inaugural of Chas. Henry Keyes as president of Skidmore School of Arts at Saratoga, N. Y., a notable list of men and women appeared as academic delegates. Addresses were made by Mrs. Lucy Skidmore Scribner, chairman of the board of trustees, U. S. Commissioner of Education P. P. Claxton, former Secretary Irwin Shepard of the N. E. A., Augustus S. Downing of the Educational Department New York State, President Robert J. Aley of the University of Maine, State Supt. Mason S. Stone of Vermont, Prof. Arthur W. Dow of Columbia University, Dean Thos. Balliet, University of New York. President Keyes' address on Vocational Education was scholarly and timely. Skidmore Institute is destined to do a great work.

Dr. Ira W. Howerth of the University of California visited the South during the meetings of the Southern Section, C. T. A. He spoke in Pasadena and at other places visited.

The legislature will be asked for an appropriation of \$50,000 to carry out the plans for University Extension at the University of California. This departure, under the able leadership of Dr. Ira W. Howerth, promised much for the people of the state. One phase of the plan includes work by correspondence.

At the Oak Park Primary School, Sacramento, a cantata, "The Christmas Dolls," was given on December 30th. Mrs. Louise Gavigan is principal of the school. Over 100 boys and girls took part in the cantata, which was a great success.

On December 7th there was a general meeting of the Southern California Science and Mathematics Association in Los Angeles. An excellent program was carried out.

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The educational extension courses of the Birmingham, Alabama, public schools are of the highest order. These lectures appeal not only to teachers, but to the non-professional part of the community. Supt. Phillips and his committee should have great credit for the work they are doing.

Supt. J. M. Greenwood of Kansas City requires all teachers and principals to form themselves into study classes and recite from the work of a selected book in education. At the close of the year, a thesis upon the text is prepared and left with the superintendent. This professional study leads to excellent results.

In the November Blue Bulletin, Mrs. Nettie B. Harris, Superintendent of Modoc County, presents an article by Col. Wm. Thompson, delivered at the Trustees' Institute in Modoc County. This article on "Compulsory Education" is well worth reading.

Supt. P. W. Smith of Placer County is a progressive in the best sense. At the close of each term a duplicate report covering the work of every pupil in the schools is to be sent to the superintendent's office, there to be bound and kept on file. This may obviate much discussion and be of service should school records be lost, or pupils move from place to place.

The annual meeting of the Federation of School Women's Clubs was held in San Francisco on December 31, an address being delivered by Superintendent Francis of Los Angeles. The annual banquet was held on the evening of January 1. Miss Effie B. McFadden is president of the federation and Mrs. M. M. Fitzgerald secretary.

At the Union High School, Venice, under Principal C. T. Work, designing and printing are being developed. A Christmas greeting was designed and the press work done by the pupils and a beautiful calendar prepared and printed by them.

The Los Angeles High School Teachers' Club has sent out the following "questionnaires" that a study may be made of how to increase the efficiency of the teaching body and of individuals: 1—Has the American teacher materially influenced the standards of the nation? 2—How far has teaching been devitalized by necessary deference to stereotyped public opinion, e. g., local, political or religious questions? 3—Have formal requirements for certification shut out useful teachers? 4—In what respect do the high schools fail to prepare for the activities of life? Is this failure due to lack of proper preparation on the teacher's part, or to wrong standards of the school system, or both? 5—Do you find high school teachers socially efficient? Are they active in civic organizations, social and educational clubs, so far as time permits? 6—Upon what basis do you distribute administrative work and teaching among high school teachers? 7—What is the basis for your promotion of high school teachers, administrative ability or teaching power? Do you provide rewards for good teaching? 8—What general suggestions would you offer for promoting the efficiency of high school teachers?

STOCKTON COMMERCIAL COLLEGE AND NORMAL SCHOOL

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NEW YORK

Say you saw it in the Sierra Educational News

Shop and agricultural courses are attracting attention at the Armijo High School at Fairfield, under direction of Principal Passmore.

A recent opinion handed down by Attorney-General Webb is to the effect that Vacation Schools cannot receive state aid. Districts may, however, save from funds sufficient to run the vacation schools, should they so desire.

Business men of Chico have been asked to reply to certain queries as to the value of algebra and geometry in the business world. Upon the replies received may rest the decision as to whether these subjects will be dropped from the normal school curriculum.

At the Monrovia High School, the pupils are to be provided with warm luncheons at a minimum cost. Those bringing cold luncheons may add warm dishes. The Board of Education will direct the enterprise.

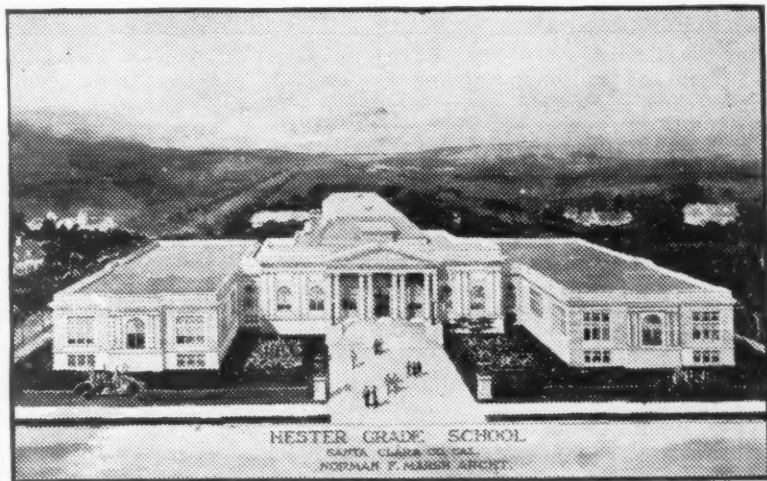
The new course in general science at the Nevada City High School is causing much interest on the part of the pupils. The work is directed by Prof. Warren Loree.

The name of the Oakland High School has been changed to the J. B. McChesney High School. This change was found necessary, as there are three high schools in Oakland.

Dr. Lewis M. Terman of Stanford University is making some notable contributions to the educational literature to the day. Among other articles recently published in the "Psychological Clinic" is one entitled "A Survey of Mentally Defective Children in the Schools of San Luis Obispo, Cal."

Irving Passmore, principal of the Union High School, Fairfield, pertinently says: It is currently reported in the newspapers that the first ship to pass through the Panama Canal is to be a man-of-war, selected by the Secretary of the Navy. Does this seem fitting? Do we as a nation stand for peace and industry, or for war and destruction? Why not seize this great opportunity to impress upon the nations of the world that we are a peaceful people, engaged in beneficent industry? This canal is for commerce. Let the first ship to pass through the canal indicate the primary use of it. There are the products of the various industries in our country with which to lade a vessel. Why is it thought necessary, then, to send foremost a ship of war? Our people have always been able to maintain themselves against the enemy in every crisis. In this enlightened day and age, when peace movements are world-wide, is it either wise, or fitting, or generous to parade our military power?

Mr. Franklin S. Hoyt, who for some years has been connected with the educational department of the Houghton, Mifflin Co., has recently been made a director of the organization. Mr. Hoyt, who has had large experience as a school man, is a valuable addition to this great publishing house.



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References—Trustees, Schoolmasters and Banks.

Say you saw it in the Sierra Educational News

On November 16th was a meeting of the Scholia Club at Hotel Argonaut, San Francisco. Dr. Jenkins of Stanford University was the main speaker. The club took a stand for non-salaried state board of education.

On Jan. 11th the History Club held a meeting. Dean A. F. Lange spoke on The Value of History to the Educator.

In the Journal of Education for Dec. 5, Editor Winship writes in his own inimitable fashion of the Schools of Oregon. Dr. Winship recently made an extended lecture trip through Southeastern Oregon, where he was the chief speaker at many county institutes.

A committee composed of the Misses Agnes Regan, Louisa F. Bray and Alice R. Power attended the Southern Section, C. T. A., at Los Angeles, where they were invited to present the matter of a flat rate retirement bill.

During the Bay Section Meeting, C. T. A., the Columbia University and Teachers' College men and women tendered an informal luncheon to Dr. Henry Suzzallo. Arrangements were made by Jas. E. Addicott. Arthur H. Chamberlain presided, introducing Dr. Suzzallo, President David Starr Jordan and Mr. Addicott. Each member present gave a brief account of his work and prospects. Mr. Addicott was made permanent secretary of the Bay region to arrange for future meetings.

About seventy former teachers and students of Teachers' College, Columbia University, gave a luncheon in honor of Dr. Henry Suzzallo and Miss Grace Fulmer, December 18th, in Los Angeles. Supt. Keppel and Dr. Millsbaugh extended greetings to the guests, who responded in a most happy way. Another luncheon is planned for April and word has come that Prof. Cooley of the Household Arts Department, Teachers' College, may be the guest at that time. Miss Clara Palmer of the Los Angeles Normal is chairman of the committee on arrangements.

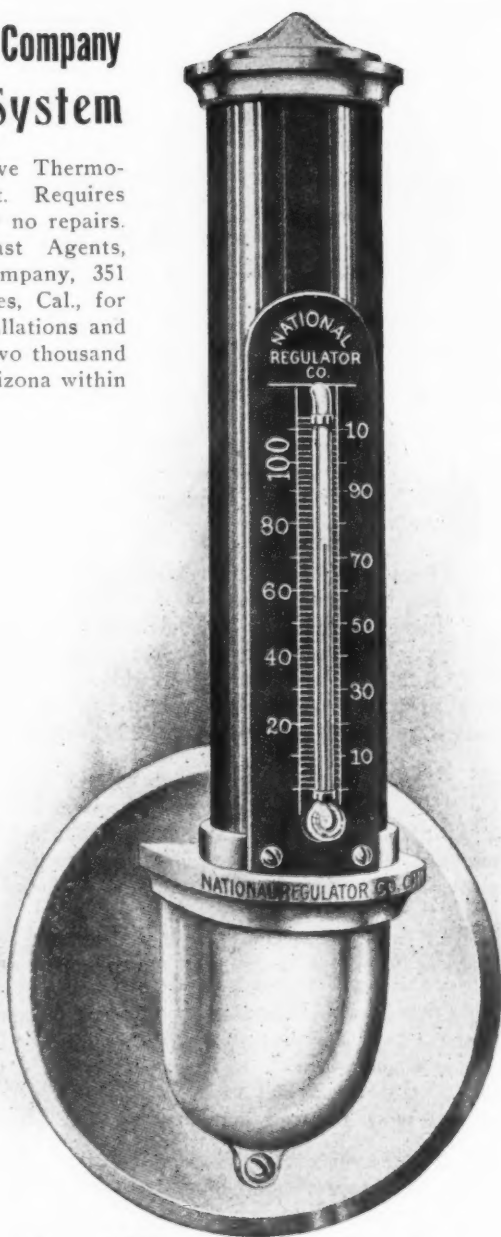
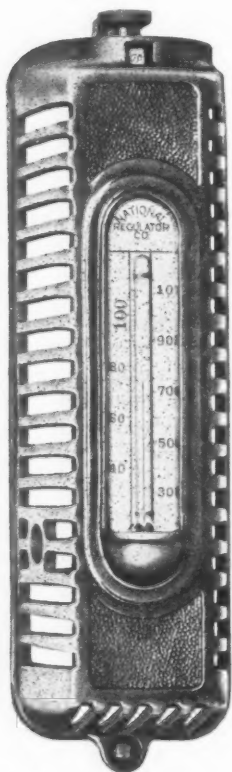
Of the notable institutes held during the fall was that of El Dorado County at Placerville. Supt. Wilson secured the services of Dr. Miller of the Chico Normal, Professors Babcock and Hummel of the University of California, and Hon. Job Wood, Jr. School gardens and playground work received attention.

Miss Florence Boggs, Superintendent of Stanislaus County, held a trustees' institute of more than ordinary interest, calling to her aid Rev. H. K. Pitman, Supt. Hanlon and Job Wood, Jr. Discussion of industrial education and playgrounds was led by Mr. Green. At the luncheon Miss Boggs showed her ability as a toastmistress.

The trustees' meeting of San Joaquin County, under the direction of Superintendent Anderson, assisted by Job Wood, Jr., and W. H. Cramsie, was a marked success. Some 75 trustees were present.

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Say you saw it in the Sierra Educational News

Our Book Shelf

A POLITICAL PRIMER FOR THE NEW VOTER. By Bessie Beatty, introduction by Wm. Kent. Whitaker & Ray-Wiggin Co.; pages 76, in boards 50c; special library edition 75c.

This is an exceedingly suggestive and timely volume. It will be read with great interest, not only by those women who have come into their rightful citizenship, but by men as well. The book is divided into three parts, the first being devoted to citizenship, the second to progressive legislation, the third, government. The author has reduced to the space of a very few pages many of the most important matters relating to civics and politics. She has put in an exceedingly readable form matters which all voters should know and which are not known by many of our best citizens. It can be used as a text and at the same time it is most readable. It is in no sense a superficial treatise, while it is simple in statement and brief and direct in form. Such chapters as the Legal Status of Women, Our Relation to Law, History of Our Political Parties, and Economic Theories are well worth the time of any student.

ASIA, A GEOGRAPHY READER. By Ellsworth Huntington. Rand, McNally & Company; pp. 344; 75c.

The author of this book has traveled extensively in the Orient, and is recognized as an authority on Asia. Conditions are presented in a clear and interesting manner. The relations between man and his environment is the chief theme in every chapter of the book. Teachers will find this volume of real service to the pupils in whose hands it is placed. A number of very usable maps accompany the text.

JAMES F. CHAMBERLAIN.

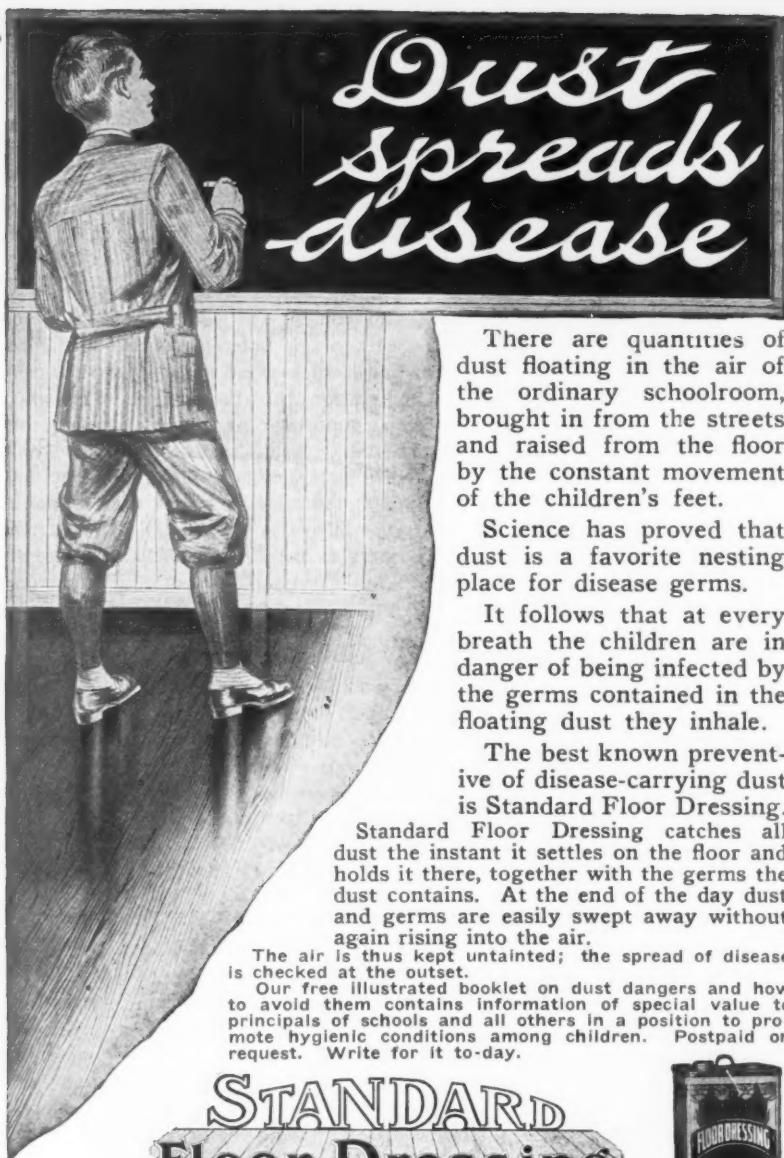
MANUAL TRAINING TOYS FOR THE BOY'S WORKSHOP. By Harry W. Moore, supervisor of manual training, Watertown, Mass. The Manual Arts Press, pp. 111; price \$1.00.

In common with all other books published by the Manual Arts Press, this is a distinctly attractive volume. In binding, in margins, in paper and illustrations, the book is excellent. This same quality is carried out in the content of the book. There are forty-two projects, all of which have great interest to the boy. It combines not only the elements of interest, but proceeds on educational lines. Specific directions are included for the making of each project and tools and tool processes are discussed. It is a book not only for school, but for the home. Such articles as kites, water wheels, boats, motors, windmills and the like are given full treatment.

ANTOINE OF OREGON. By James Otis, pp. 149, price 35c.

BENJAMIN OF OHIO. By James Otis, pp. 156, price 35c. American Book Co.

These are two in a series of books intended for grammar grade readers. The first is a story of the Oregon trail. A boy of 15 tells the



There are quantities of dust floating in the air of the ordinary schoolroom, brought in from the streets and raised from the floor by the constant movement of the children's feet.

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Our free illustrated booklet on dust dangers and how to avoid them contains information of special value to principals of schools and all others in a position to promote hygienic conditions among children. Postpaid on request. Write for it to-day.

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Portland, Ore.
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Seattle, Wash.
Spokane, Wash.
Tacoma, Wash.
Nome, Alaska

Say you saw it in the Sierra Educational News

thrilling story of life in the Oregon country and scenes and circumstances are depicted with great vividness. The illustrations are exceedingly attractive. There is an excellent supplementing the text.

Benjamin of Ohio is a story of the settlement of Marietta. This also chronicles a boy's trip by a youngster of the party, and the experiences encountered in moving from Massachusetts to the Ohio country furnish excellent supplementary material for the grammar grades. The pictures afford specific study value.

MAN AND HIS WORK. By A. J. and F. D. Herbertson. The Macmillan Company, Agents; pp. 132; 50c.

Under the above title these well-known authors have written a most interesting and helpful book. The influence of geographic environment is shown in its application to people in all stages of civilization. The great principles of human geography are presented in so simple a manner as to make the book readable by pupils in the seventh and eighth grades, and yet this does not detract from its usefulness to the teacher. All teachers who have to do with either history or geography will find this book of value to them.

JAMES F. CHAMBERLAIN.

ESSENTIALS IN JOURNALISM; A MANUAL IN NEWSPAPER MAKING FOR COLLEGE CLASSES. By H. F. Harrington, Director of Courses in Journalism, Ohio State University, and T. T. Frankenberg, Staff Ohio State Journal. Ginn & Company; pp. 336; price \$2.75.

In this day of advanced journalism the present volume will be most welcome. Colleges and high schools are introducing journalistic courses and the sixteen chapters and appendix set forth in most readable style the essentials governing the art of gathering and writing news. Style, choice of words and phrases, the structure of a news story, interviewing, criticism, head writing and make-up, all are considered. The work of the reporter and the city editor is given attention. The examples of story writing and of live editorial work are worthy the attention of all students of English. Indeed, for structure, style, outlines and choice of words this volume will be of great value in the hands of English teachers. At the close of the book are reproductions from several newspapers showing how various papers treat the same news event. Much of the writing of today is either so bad as to structure or so refined as to appeal to a restricted class of readers. *Essentials in Journalism* may well be on the table of every man or woman who writes and upon the shelves of every library.

THE AMERICAN NORMAL READERS. Fifth book, revised and improved by May Louise Harvey. Silver, Burdett & Co.; pp. 416; price —

This fifth book of the normal readers series is most attractively printed and bound and splendidly illustrated, and the selections cover each a wide range in both prose and verse as to meet the needs of the varying taste of school pupils. There are selections from nature such as the Yosemite National Park, and others suggestive of animal and bird life and characteristics that are highly desirable. Such writers as Scott, Irving, Gold-

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smith, Tennyson, Hawthorne, Burns, Emerson, Whittier, Kingsley and Shakespeare are freely drawn upon. The photographs are excellent and of considerable study value.

LESSONS IN ENGLISH. By John M. Manly, head of the Department of English, University of Chicago, and Eliza Bailey, teacher of elementary English in Boston; Book 1, Language Lessons, pp. 299, price 45c; Book 2, Composition and Grammar, pp. 354, price 60c. D. C. Heath & Co.

These volumes are both illustrated. It is the purpose in these books to develop the habit of using the correct written forms with ease and rapidity, and as well to develop in the pupil the capacity for correct and forcible speech. The lessons are well graded and carefully selected, the method of presentation being such as to render the books interesting and attractive. The literary features are so blended with the more technical grammar and composition elements as to show the intimate relation that should exist and relieves the study of the dryness which frequently comes with the study of grammatical forms. The illustrative selections in prose and verse are well chosen and the plates clear and valuable.

BOOKS RECEIVED

American Book Company: *Deutsche Heimat*, by Josefa Schrakamp, pp. 404, price 80c. *Physical Laboratory Guide*, by Frederick C. Reeve, pp. 152, price 60c. *Seth of Colorado*, by Jas. Otis, pp. 147, price 35c. *Hannah of Kentucky*, by Jas. Otis, pp. 149, price 35c. *The Swallow Book—Stories gathered by Dr. Guiseppe Petré*, Translated by Ada Walker Comehl, pp. 158.

D. C. Heath & Co.: *Plant and Animal Children and How They Grow*, pp. 238, price 50c.

Macmillan Company: *South America, Observations and Impressions*, by James Bryce, pp. 611, price \$2.50.

Rand, McNally & Co.: *Adventures of A Brownie*, by Dinah Maria Mulock Craik, pp. 153, price 35c. *The Heart of a Boy*, by De Edmondo De Amicis, Edited by Sophie Jewett, pp. 233, price 45c. *A Christmas Carol*, by Charles Dickens, Edited by Katherine Gill West, pp. 157, price 35c.

Frank C. Beattys & Co.: *Two and Two Make Four*, by Bird S. Coler, pp. 248, price \$1.50.

L. C. Page & Co.: *Maria, Our Little Cuban Cousin*, by Mary Hazelton Wade, pp. 106.

Thos. Y. Cowell & Co.: *Old Four Toes, or Hunters of the Peaks*, by Edwin D. Sabin, pp. 350, price \$1.50.

Beckley-Cardy Company: *Nixie Bunny in Manners Land*, by Joseph C. Sindelar, pp. 144.

Chas. E. Merrill Co.: *Correct Pronunciation*, by Julian W. Abernethy, pp. 173, price 75c.

Silver, Burdett & Co.: *A Primer—Day by Day with Sam and May*, by Emma Serl and Vivian Evans, pp. 119.

Houghton, Mifflin Co.: *Sixth Reader*, by Jas. H. Van Sickle and Wilhelmina Seegmiller, pp. 276, price 55c.

D. Appleton & Co.: *A Reader for the Eighth Grade*, by Carroll & Brooks, pp. 286. *An Inductive Chemistry*, by Robt. H. Bradbury, pp. 415+22.

A PREACHMENT
(With Apologies to Elbert Hubbard)
BY THE MANAGER

A HAPPY NEW YEAR to every Subscriber and Advertiser, past, present and yet to come.

WHEN, WHERE, WHAT

During 1912 Ye Editor has advised you on all sorts of things pedagogical. It is now the Manager's turn for a Preachment. Did it ever occur to you, Mr. Superintendent, Mr. School Trustee, Mr. Principal, Miss Teacher, that you do not always know when to buy, what to buy, where to buy? Did it ever occur to you that our Advertisers will solve the mysteries of the what, the when and the where for you? Take just two minutes to study the Directory of Advertisers on pages 95 and 96 and you will see my point.

PRACTICALLY EVERYTHING

If you, Mr. School Trustee or Mr. Superintendent, want a new school building our Advertisers will draw your plans, install an up-to-date heating and ventilating plant, fire escapes, a vacuum sweeper, a thermostat system, sanitary drinking fountains. When the building is completed our Advertisers will (and at reasonable prices, too) provide furniture, globes, maps, typewriters, supplementary books, science apparatus, crayons, pencils, pens, school supplies, art and drawing supplies, floor dressing, talking machines, stereographs.

HELP FOR YOU

If you need tools and a complete manual training outfit, again will our Advertisers come to your rescue and provide everything from a tack to a steam hammer. If you need a teacher, whether for kindergarten, grammar school, high school, college or special work, you have but to write to the Agencies listed. When your classes graduate, our Advertisers will even provide class pins and diplomas.

PERSONAL NEEDS

And you, Miss Teacher, when you add to your library, surely the 26 publishers on our list can supply you with anything from the latest novel to the most up-to-date encyclopedia. When you travel, our Advertisers will transport you in comfort anywhere, whether it be to the Grand Canyon, the Yosemite, Yokohama or Darkest Africa. When you sojourn in San Francisco or travel Yosemiteward, we com-

mend our hotels to you. Do you need a "pedagogical beverage"? What is better than the one we offer, Coca-Cola?

NONE BETTER

Do any of your students need special work? Study our Directory and advertising pages. There you will find a University, a College for Women, an Art School, Normal Training Schools and Business Colleges—and none better anywhere. Are you seeking investments? The Manager cheerfully commends the Bank, the Syndicate, the Investment Company listed. They are safe and sane.

FOR YOUR CLASS

And, by the way, Miss Teacher, here's a problem for your class. The answer will interest you *as it has interested our Advertisers*. But—here's the problem:

The following is a statement of the number of copies of the SIERRA EDUCATIONAL NEWS printed for each of the ten months during 1912:

January	10,000
February	8,500
March	8,500
April	8,500
May	12,000
June	8,500
September	8,200
October	8,200
November	8,200
December	8,400

How many copies were printed during 1912? What was the average number printed each month?

82.3 PER CENT

The NEWS believes emphatically in *Quality-Advertising*. That principle put into practice means *Quantity* as well. And have you noticed how new Advertisers have sought the NEWS, *your Magazine*? During 1912 there were from 41 to 75 ads in each issue. During 1912 there were 538 ads as compared with 295 for the preceding year, an increase of 82.3 *per cent*. Pretty good for *your Magazine*, wasn't it?

AT YOUR ELBOW

Truly it will pay you to read the Ads in the NEWS and to keep a Classified Directory of our Advertisers at "your elbow" for ready reference. And remember, too, that when you help the Advertiser, you help yourself. Why? Because *you* own the NEWS.

JUST FACTS

Do we vouch for our Advertisers? We certainly do. If in any doubt about the reliability of any firm desiring admittance to our columns, the ad is promptly turned down. During 1912 we refused several ads—and always to protect *you*. We want you to feel when you see an ad in the NEWS that it is all right and *it will always be all right, too*. Be sure of that. And we're proud of our Advertisers. Just look over the list on pages 95 and 96. For reliability that list from Apparatus to Vacuum Sweepers is not to be beaten by any other magazine in America. Brag, say you? Not a bit of it. Just facts.

OLD FACES AND NEW

In this issue you will note many "old faces"—Advertisers that you have known for years. Look up their Ads. Perhaps you'll find just what you wanted. And there are "new faces," too,—as there are in pretty near every issue of the NEWS. Let us introduce to you Frank D. Beattys & Company, Jennings Publishing Company, E. H. Sheldon & Co., Dow Wire & Iron Works, the Rocky Mountain Teachers' Agency, European Tours and The National Authors' Institute. And just notice that the "new faces" hail from such widely separated points as New York City, Louisville, Muskegon, Denver, Brooklyn and Chicago. Interesting, isn't it? And—"There's a reason!"

ONLY 2 CENTS

And finally, here's how you can help both yourself and the NEWS. Look the ads over. You'll find much that will interest you. For instance you've long wanted an encyclopedia for your school or perhaps for your own library. Just send the coupon on page 9 and you'll get returns that will surprise you. A stamp sends the coupon—only 2 cents. And whenever you write, "Say you saw it in the *Sierra Educational News*."

CLASSIFIED DIRECTORY OF SOME OF OUR ADVERTISERS
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Consult the Advertisement, select what you need and write for full information. Say you saw it in the *Sierra Educational News*.

Agricultural Teaching—

I H C Service Bureau, Chicago.

Apparatus for the Sciences—

Bausch & Lomb Optical Company, San Francisco.

Braun-Knecht-Heimann Co., San Francisco.

The Braun Corporation, Los Angeles.

University Apparatus Co., Berkeley.

Architects—

Norman F. Marsh, Los Angeles.

Stone & Wright, Stockton, Cal.

Art and Drawing Supplies—

Sanborn, Vall & Co., Portland, Ore., Los Angeles, San Francisco.

Art Schools—

California School of Arts and Crafts, Berkeley.

Beverages—

The Coca-Cola Co., Atlanta, Ga.

Black Boards (Hyloplate), School Furniture, Maps and Globes—

C. F. Weber & Co., San Francisco and Los Angeles.

Books and Stationery—

H. S. Crocker Co. and Cunningham, Curtiss & Welch, Los Angeles and San Francisco.

Business Colleges—

Heald's Business College, Los Angeles, San Francisco, Oakland, Stockton, San Jose, Fresno, Chico, Santa Cruz, Riverside, Long Beach, Ocean Park, Reno.

San Francisco Business College, San Francisco.

Class Pins—

Jos. A. Mariner, San Francisco.

Colleges for Women—

Mills College, Mills College P. O., Cal.

Correspondence Schools—

National Manual Training Corporation, Los Angeles.

Crayons—

Binney & Smith Co., New York.

Diplomas—

Pacific Engraving Co., Los Angeles.

Encyclopaedias—

Dodd, Mead & Company, San Francisco.

Fire Escapes—

Dow Wire and Iron Works, Louisville, Ky.

Floor Dressing—

Standard Oil Company (California), Nome, Honolulu, Portland, Ore., Seattle, San Francisco.

Heating and Ventilating Systems—

W. Morgan & Co., San Francisco.

Fountain Pens—

Adams, Cushing & Foster, Boston.

Hotels and Resorts—

Camp Curry, Yosemite Valley, Cal.

Hotel Holland, San Francisco.

Hotel Del Portal, El Portal, Cal.

Sentinel Hotel, Yosemite, Cal.

Investments—

The Oakland Bank of Savings, Oakland.

The Realty Syndicate, Oakland.

Pyramid Investment Company, Los Angeles.

Stereographs and Lantern Slides—

Keystone View Co., Los Angeles, Meadville, Pa.

Liquid Soap—

Sopozon Company, Los Angeles.

Moving Picture Plays—

National Authors' Institute, New York.

Multigraphing—

Commercial Multigraphing Co., San Francisco.

Normal Training Schools—

Stockton Commercial College and Normal School, Stockton, Cal.

Thomas Normal Training School, Detroit.

Western Normal, Stockton, Cal.

SIERRA EDUCATIONAL NEWS

Oil Burners—

Fess System Company, San Francisco.

Pencils—

Eagle Pencil Co., New York.

Joseph Dixon Crucible Company, Jersey City, San Francisco.

Penmanship—

Frank A. Kent, Stockton.

Pacific Sales & Duplicating Co., Los Angeles.

The A. N. Palmer Company, New York.

Pens—

Esterbrook Steel Pen Mfg. Co., Camden, N. J.

Publishers—

American Book Company, New York, Chicago, Cincinnati, San Francisco.

D. Appleton & Company, New York and Chicago.

Frank D. Beattys & Company, New York.

Milton Bradley Company, Springfield, Mass., San Francisco.

Educational Publishing Company, Boston, Chicago, New York, San Francisco.

A. Flanagan & Co., Chicago.

Ginn & Company, Boston, New York, Chicago, San Francisco.

Gregg Publishing Co., New York, San Francisco.

D. C. Heath & Company, Boston, New York, Chicago, San Francisco.

Houghton, Mifflin Company, Boston, New York, Chicago.

Jennings Publishing Company, Brooklyn, N. Y.

Laird & Lee, Chicago.

J. B. Lippincott Co., Philadelphia.

Little, Brown & Company, Boston and Chicago.

The Macmillan Company, New York, Chicago, Boston, San Francisco.

Manual Arts Press, Peoria, Ill.

G. & C. Merriam Company, Springfield, Mass.

Orange Judd Co., Chicago, Springfield, Mass.

The Frang Company, New York, Chicago, Boston.

G. P. Putnam's Sons, New York.

Rand, McNally & Company, Chicago, Los Angeles, San Francisco.

Row, Peterson & Co., Chicago.

Silver, Burdett & Company, Boston, New York, Chicago, San Francisco.

Whitaker & Ray-Wiggin Co., San Francisco.

World Book Company, Yonkers-on-Hudson, N. Y.

Sanitary Drinking Fountains—

Hamrick-Tobey Co., Wausau, Wis.

Springfield Sanitary Drinking Fountain Co., Chicopee, Mass.

School Furniture—

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Talking Machines—

Victor Talking Machine Co., Camden, N. J.

Teachers' Agencies—

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The Brewer Teachers' Agency, Chicago.

California Special Teachers' Bureau, Berkeley.

Fisk Teachers' Agency, Berkeley, Los Angeles.

The Rocky Mountain Teachers' Agency, Denver.

Tools and Manual Training Outfits—

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E. H. Sheldon & Co., Muskegon, Mich.

Stanley Rule & Level Co., New Britain, Conn.

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Banning Co., Los Angeles.

Miss Julia C. Brannan, Chicago.

The Chautauqua Tours, (Inc.), Chicago.

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Thos. Cook & Son, New York, London, Paris, Bombay, Melbourne, Yokohama, San Francisco.

H. W. Dunning & Co., Boston, Paris, Yokohama, Jerusalem, San Francisco.

Salt Lake Railway, Los Angeles.

San Francisco Exposition Tour Co., San Francisco.

Santa Fe, Los Angeles, San Francisco.

Southern Pacific Company, Los Angeles, San Francisco.

Mt. Tamalpais Railway, San Francisco.

Western Pacific, San Francisco.

Yosemite Valley Railroad Co., Merced, Cal.

Typewriters—

Remington Typewriter Company, San Francisco.

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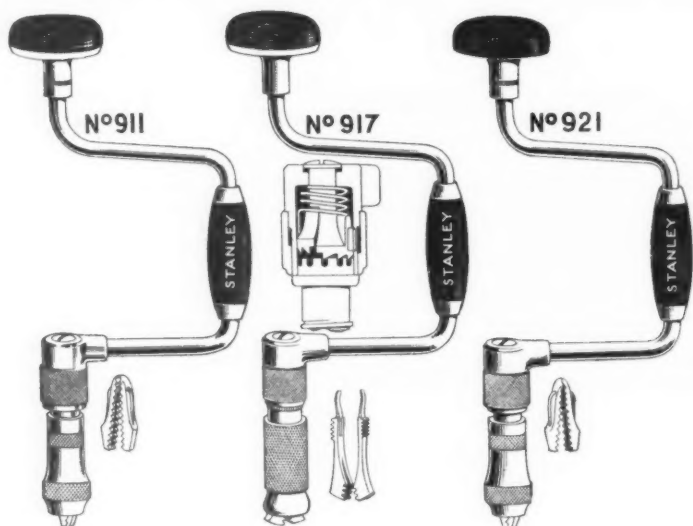
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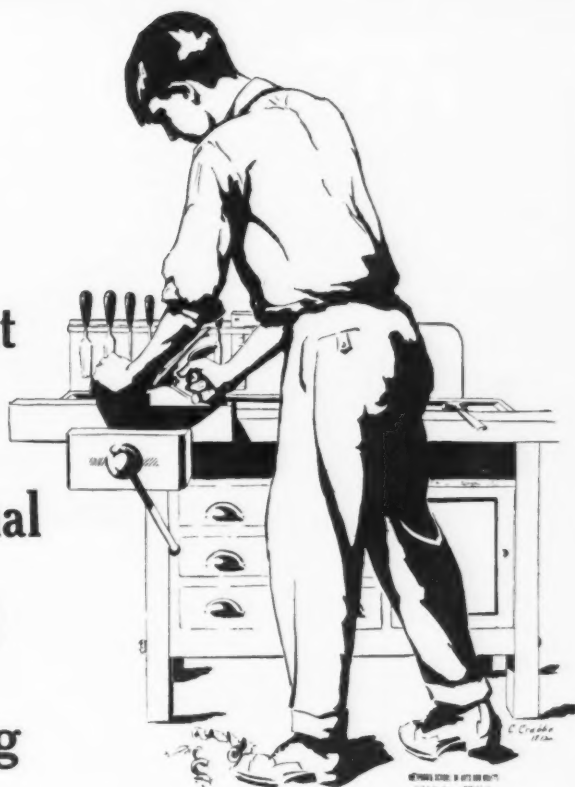
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